DOCUMENT RESUME

ED 104 123 FL 006 248

AUTHOR	Harries, Jeanette
TITLE	Tamazight Basic Course: Ait Mgild Dialect.
SPONS AGENCY	Institute of International Studies (DHEW/OE), Washington, D.C.
BUREAU NO	BR-1-1009
PUB DATE	May 74
CONTRACT	OEC-0-72-0912
NOTE	272p.
EDRS PRICE	MF-$0.76 HC-$13.32 PLUS POSTAGE
DESCRIPTORS	Audiolingual Methods; *Berber Languages; Grammar; Instructional Aids; *Instructional Materials; *Language Instruction; Pattern Drills (Language); Phonotape Recordings; *Second Language Learning; Slides; *Textbooks; Vocabulary Development
IDENTIFIERS	NDEA Title VI; *Tamazight

ABSTRACT

The materials for this course in the Ait Mgild dialect of Tamazight, one of the three main languages into which the Berber dialects of Morocco are grouped, include this textbook, 32 tape recordings, and 260 colored slides keyed to the lessons. Lesson material on each tape does not exceed 26 minutes. The remaining four to eight minutes of the tape are filled with cultural notes and materials for casual listening, for which key vocabulary is given in the lesson. The textbook lessons are arranged in eight units of four lessons and one review section each. Each lesson contains: (1) pronunciation drills, (2) a grammar explanation, (3) practice exercises, (4) independent sentences, (5) a dialogue, (6) a reading passage, and (7) vocabulary lists. The tapes and slides used with the text are available from the African Studies Program, 1452 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706. (Author/PMP)

ED104123

FINAL REPORT

Contract No. OEC-72-0912

TAMAZIGHT BASIC COURSE

Ait Mgild dialect

Jeanette Harries

University of Wisconsin

Madison, Wisconsin

May, 1974

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

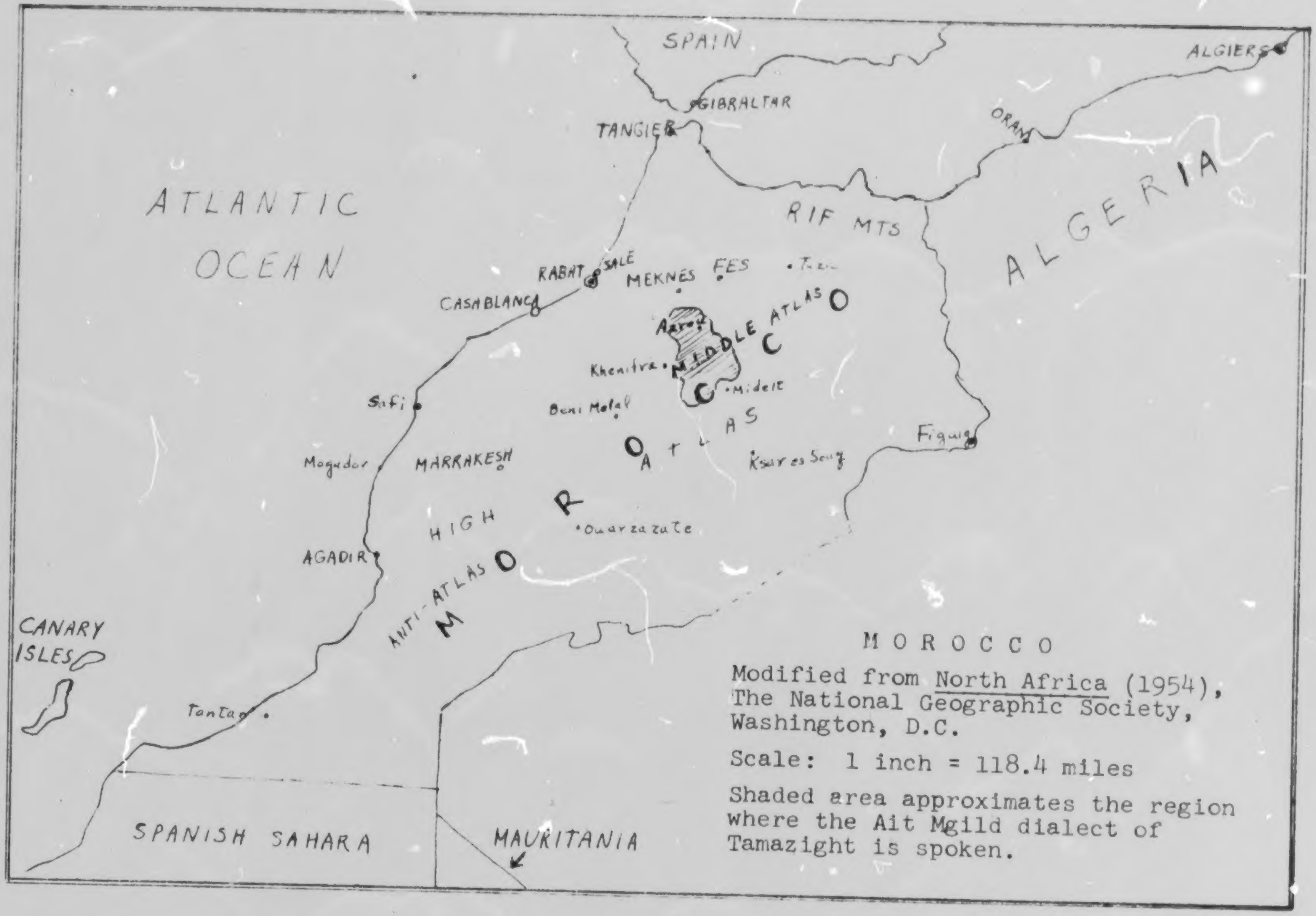
The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare, under provisions of Title VI, Section 602, of the National Defense Education Act, Public Law 85-864, as amended. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

FL 006 248

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Institute of International Education


SPAIN
GIBRALTAR
TANGIER
ALGIERS
ORAN
ALGERIA
RIF MTS
ATLANTIC OCEAN
RABAT
SALE
MEKNES
FES
Taza
CASABLANCA
Azrou
Khenifra
MIDDLE ATLAS
Midelt
Beni Melal
Safi
Mogador
MARRAKESH
ATLAS
Ksar es Souk
Figuig
HIGH
Ouarzazate
AGADIR
ANTI-ATLAS
M O R O C C O
CANARY ISLES
Tantan
SPANISH SAHARA
MAURITANIA

M O R O C C O

Modified from North Africa (1954),
The National Geographic Society,
Washington, D.C.

Scale: 1 inch = 118.4 miles

Shaded area approximates the region where the Ait Mgild dialect of Tamazight is spoken.

ACKNOWLEDGMENTS

The materials for this course were prepared in Morocco between January and June, 1972, and at the University of Wisconsin, between June 1972 and December 1973. Acknowledgments are due the Ministry of Foreign Affairs of the Kingdom of Morocco for permission to conduct research on Tamazight in Morocco; and to the Cultural Affairs Section of the U.S. Embassy in Rabat, especially to Dr. John Robert McCarthy and his staff, for facilitating the research.

The principal speakers on the tapes deserve credit for their intelligent and generous participation in planning and executing the audio-visual materials. They are:

Buâzza Bagui, of Iṭzer, an Ait Âyache man who has spent most of his 23 years in an Ait Mgild household. In addition to his role as a speaker, Mr. Bagui was project assistant from January to August 1972; his contribution to the course has been substantial.

Lhadj Zaid, of Ait Waḥi, a resident of Sidi Addi for most of his 55 years, in whose home most of the field recordings were made; and his sister, Iṭṭo Sâid, who was our hostess as well as participating in some dialogues.

Mimuna, an Ait Tmuli woman living in Âin Leuḥ, who came faithfully to the recording sessions at Zaid's house; and her son Mohamed, who took part in several of the dialogues.

Photographs to illustrate the dialogues were taken by Moḥamed Âbbazi. Maps and sketches of the vocal tract were photographed by T. R. Goldsworthy. Klaus Patau graciously contributed slides 17, 18, 25, 62, 84, 110, and 247.

The Laboratories for Recorded Instruction of the University of Wisconsin provided recording equipment and technical advice and services. David Hofstad helped with the final processing of the course materials; both he and Bagui made valuable suggestions as experienced language teachers and learners.

The grammatical analysis on which the course is based is essentially that expressed in the author's unpublished Ph.D. dissertation (Johnson, 1966), modified by further research and reading and by fruitful discussions with other Berberists; principal sources are listed in the bibliography.

Jeanette Harries

PREFACE

Tamazight is one of the three main languages into which Berber dialects of Morocco are grouped; the others are Tarifit (Rif) to the north, and Tachelhait (Shilḥa) in the south. An estimated forty per cent of the people of Morocco speak a Berber dialect; of these, perhaps half also speak Moroccan Arabic. Berber is not commonly used in government administration or taught in school, although the government radio service broadcasts for several hours daily in each of the three languages. Their main use is in the familial and tribal lives of their speakers (dialects are identified by tribal names). Hence this course deals not with classroom or urban situations, but with life in the rural areas of central Morocco.

The Ait Mgild dialect of Tamazight used in this course is spoken in a large central area of the Middle Atlas and its northern foothills (see Fig. 1). Dialect differences within the area are slight, and mutual intelligibility is high between the Ait Mgild and neighboring dialects of Ait Nḍir, Zayan, Ait Âyache, and others. Ait Mgild is more conservative than dialects bordering Arabophone areas, retaining grammatical forms such as the feminine plurals which have disappeared in some dialects. Thus it provides a good foundation for study of other Berber languages.

The course materials include this textbook plus 32 audio tapes and 260 colored slides keyed to the lessons. Lesson material on each tape does not exceed 26 minutes, to meet language laboratory requirements. The remaining 4 to 8 minutes of the tape are filled with cultural notes and materials for casual listening: music, radio broadcasts, skits, and stories for which key vocabulary is given in the lesson. Sets of these materials may be ordered from the African Studies Program, University of Wisconsin, 1452 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin.

The lessons are arranged in eight units of four lessons and one review section each, to fit the eight-week, 200-hour intensive course format used in recent summer programs in African languages. Under optimum conditions the course would be taught by a language teacher who knows Tamazight, aided by a native speaker, and using a language laboratory. Since optimum conditions seldom prevail, the course is designed for flexible use. An individual learner can use the course with a native speaker. The course is addressed to the learner, and suggestions given in the Introduction and the lessons are aimed at helping him or her train a native speaker as tutor. An experienced teacher can of course adapt the material in various ways to fit the circumstances of teaching.

CONTENTS

LIST OF FIGURES AND TABLES xi
LIST OF SLIDE SETS xi
INTRODUCTION: The native speaker-tutor; Textbook, tapes, and slides; Berber writing systems and the orthography used here; Preliminary phonetic practice; Features of Tamazight sound production 1

LESSONS AND REVIEWS 11
1 Preparation; (slides 1-16) 11
1.1 Pronunciation: laryngeals and back consonants . . . 11
1.2 The map of Morocco: demonstrative sentences with ha. 11
1.3 Two men going to S:uq l Lḥd:. Dialogue, slides . . . 12
1.4 Two men going to S:uq l Lḥd:. Dialogue, pauses . . . 12
1.5 Two men going to S:uq l Lḥd:. Sentences 13
1.6 Pronunciation: tense consonants (kinship terms) . . 13
1.7 Pitch range; *text, "Imaziγn and their language" . . 14
1CN Prelude to popular song verses (izlan) 14
1 Applications

2 Preparation; (slides 11-18) 15
2.1 Pronunciation: tense and lax k and g 15
2.2 City, village, land, road, with genitive phrases . . 16
2.3 Pronunciation: tense vs. lax consonants 16
2.4 Two men going to S:uq l Lḥd:. Sentences, pauses . . 17
2.5 Two men going to S:uq l Lḥd:. Narrative 17
2.6 Asking persons their identity: m and f, sg and pl . 17
2.7 Asking a person's name 18
2CN Izlan performance by Š:ix Rwiša Muḥmd and troupe . 18
2 Applications 18

3 Preparation; (slides 19-26) 19
3.1 Pronunciation: pharyngealized consonants (Ç) 19
3.2 Common nouns for animals, people, and body parts . . 20
3.3 Two women going to Âin l Luḥ. Dialogue, slides . . . 20
3.4 Two women going to Âin l Luḥ. Sentences 21
3.5 Two women going to Âin l Luḥ. Narrative 21
3.6 Two women going to Âin l Luḥ. Dialogue, pauses . . . 22
3.7 Asking the name of a 3rd person (man or woman) . . . 22
3CN Dance music of Š:ix Rwiša Muḥmd and troupe 23
3 Applications 23

4 Preparation; (slides 27-35) 23
4.1 Pronunciation: trill or flap r-sounds 23
4.2 Vocabulary: common nouns (objects in slide 63) . . . 24
4.3 Muḥa and Âiša: a family visit. Dialogue, slides . . 25
4.4 Muḥa and Âiša: a family visit. Sentences 26
4.5 Muḥa and Âiša: a family visit. Narrative 27
4.6 Muḥa and Âiša: a family visit. Dialogue, pauses . . 27
4CN Izlan performance by Š:ix Rwiša Muḥmd and troupe . . 27
4 Applications 28

---

*Starred items and cultural notes (CN) are on tape but are not transcribed in this book. See Eighth Review, C, p. 166.

FIRST REVIEW (LESSONS 1-4) 28

5 Preparation; (slides 36-43) 30
5.1 Pronunciation: l-sounds 31
5.2 Asking the name of a 3rd person (boy or girl) . . 31
5.3 Using noun possessive ending, addressing m or f . 32
5.4 Genitive phrase: assimilation of n to l 32
5.5 Zaid and Buâz:a episode 1: } Sentences 33
5.6 two strangers meet on the } Narrative 33
5.7 way to market } Dialogue, slides . . 34
5CN Radio broadcasts: news; song dedications 35
5 Applications 35

6 Preparation; (slides 36-45) 36
6.1 Pronunciation: labialized consonants 36
6.2 Zaid and Buâz:a episode 1: Dialogue, pauses . . 37
6.3 Zaid and Buâz:a episode 1: Dialogue, slides . . 37
6.4 Querying a proposition: "yes-no" questions . . . 37
6.5 Counting with Arabic cardinal numbers 1-10 . . . 38
6.6 Names of days of the week 38
6.7 S:uqṣ of the Middle Atlas (slow speech) 39
6.8 S:uqs of the Middle Atlas (normal speech) 40
6CN Izlan, Šix Mimun u Tuḥam, Š:ix BiLγazi bn Nasr. . 40
6 Applications 40

7 Preparation; (slides 46-55) 41
7.1 Words for tea things; nouns of Arabic origin . . 41
7.2 Dependent form of the noun in a genitive phrase . 42
7.3 Days of the week; yesterday, today, tomorrow . . 43
7.4 Zaid and Buâz:a episode 2: } Sentences 43
7.5 getting acquainted } Narrative 44
7.6 } Dialogue, slides . . 44
7CN Radio broadcasts: news of roads, Africa; ahidus . 45
7 Applications 46

8 Preparation; (slides 49-56) 46
8.1 Zaid and Buâz:a episode 2: Dialogue, pauses . . 46
8.2 Zaid and Buâz:a episode 2: Dialogue, slides . . 47
8.3 More "yes-no" questions and answers 47
8.4 Arabic cardinal numerals 11-20; clock time . . . 48
8.5 Tribes of the Middle Atlas (slow speech) 48
8.6 Tribes of the Middle Atlas (normal speech) . . . 49
8CN Ahidus verses favoring the new Constitution . . . 49
8 Applications 49

SECOND REVIEW (LESSONS 5-8) 50

9 Preparation; (slides 57-60) 52
9.1 Questions and answers confirming identity 53
9.2 Action verbs in imperative and imperfect 54
9.3 Imperfect verb phrase in complement to main verb. 54
9.4 Synopsis of Zaid and Buâz:a episodes 1 and 2 . . 55

9.5 Zaid and Buâz:a episode 3: Sentences 55
9.6 an invitation to stop Narrative 56
9.7 for refreshments Dialogue, slides . . 56
9CN Invitation; the future; women singing izlan . . . 56
9 Applications 57

10 Preparation; (slides 57-62) 57
10.1 Zaid and Buâz:a episode 3: Dialogue, pauses . . 58
10.2 Zaid and Buaz:a episode 3: Dialogue, slides . . 58
10.3 Questions focused on the direct object 58
10.4 Imperative of γr "call" with indirect object . . . 59
10.5 Recognizing and responding to gender of the noun . 59
10.6 Action verbs in imperative and in complement . . . 60
10.7 Livelihoods of people in the Middle Atlas (slow) . 61
10.8 Livelihoods of people in the Middle Atlas (normal) 61
10CN Greetings; news from the public crier (abr:aḥ) . . 61
10 Applications 61

11 Preparation; (slides 63-81) 62
11.1 Action verbs in plural imperative and in perfect . 62
11.2 Recognizing and responding to gender of affixes . 63
11.3 Responding to imperatives; using kinship nouns . . 63
11.4 Zaid and Buâz:a episode 4: Sentences 64
11.5 approaching and entering Narrative 65
11.6 a tent Dialogue, slides . . 66
11CN Long-distance calls; lyric calls (tamawait) . . . 67
11 Applications 67

12 Preparation; (slides 63-85) 68
12.1 Zaid and Buâz:a episode 4: Dialogue, pauses . . 68
12.2 Zaid and Buâz:a episode 4: Dialogue, slides . . 68
12.3 Questions focused on the subject (who) 68
12.4 Imperative singular with direct object noun . . . 69
12.5 Roads and transport in the Middle Atlas (slow) . . 69
12.6 Roads and transport in the Middle Atlas (normal) . 70
12CN Fragment of a moral poem (tamlgazt) by Š:ix Âli. . 70
12 Applications 70

THIRD REVIEW (LESSONS 9-12) 71

13 Preparation; (slides 86-109) 74
13.1 Adjectives and regular nouns: masculine sg, pl . . 74
13.2 Longer imperative sentences; calls 74
13.3 Orientation particles with relative pronoun ay . . 75
13.4 Zaid and Buâz:a episode 5: Sentences 76
13.5 the tea ceremony in a Narrative 77
13.6 tent Dialogue, slides . . 77
13CN Izlan about tea, sung by young men at home 78
13 Applications 78

14 Preparation: (slides 95-110) 79
14.1 Zaid and Buâz:a episode 5: Dialogue, pauses . . 79
14.2 Zaid and Buâz:a episode 5: Dialogue, slides . . 79
14.3 Questions focused on the indirect object 79

14.4 Orientation particles with verbs for bring, take. 80
14.5 Adjectives and regular nouns: feminine sg, pl . . 81
14.6 "Imaziyn are Muslims," by Muḥmd Râamuš (slow) . . 81
"Imaziỵn are Muslims," by Muḥmd Râamuš (normal) . 81
14CN Time of day; the Friday prayer 82
14 Applications 82

15 Preparation; (slides 111-130) 83
15.1 Making the adjective agree with the noun 83
15.2 Locative noun phrases (slides). 83
15.3 Zaid and Buâz:a episode 6: } Sentences 85
15.4 a snack is served and } Narrative 86
15.5 eaten in the tent } Dialogue, slides . . 86
15CN Mealtimes; wheat, bread; feeding the workers . . 88
15 Applications 88

16 Preparation; (slides 114-130) 89
16.1 Zaid and Buâz:a episode 6: Dialogue, pauses . . 89
16.2 Zaid and Buâz:a episode 6: Dialogue, slides . . 89
16.3 Questions focused on the adverbial of place . . . 89
16.4 Question-word mani used without a preposition . . 90
16CN Tents' structure and uses; songs at a fête . . . 90
16 Applications 90

FOURTH REVIEW (LESSONS 13-16) 91

17 Preparation; (slides 131-140) 92
17.1 Stative verbs, in 3rd person sg, m and f 92
17.2 Interviews: identity, activities (intensive verb) 93
17.3 Action verbs in imperative sg and in perfect . . 93
17.4 Zaid and Buâz:a episode 7: } Sentences 94
17.5 the guests thank the } Narrative 95
17.6 hosts and take leave } Dialogue, slides . . 95
17CN Comparisons and the evil eye; restricted words . 96
17 Applications 96

18 Preparation; (slides 131-142) 97
18.1 Zaid and Buâz:a episode 7: Dialogue, pauses . . 97
18.2 Zaid and Buâz:a episode 7: Dialogue, slides . . 98
18.3 More interviews, with the intensive verb form . . 98
18.4 Agreement of stative verb with subject noun . . . 99
18.5 Agreement of action verb with subject noun . . . 99
18.6 The American and the Berber discuss Islam 100
18CN Horses, horsemen, horsemanship; the fantasia . . 102
18 Applications 102

19 Preparation; (slides 143-158) 103
19.1 Using stative verbs for given subjects 103
19.2 Zaid and Buâz:a episode 8: Sentences 103
19.3 observing the country- Narrative 105
19.4 side; arrival at s:uq Dialogue, slides . . 107
19CN The four seasons characterized. 107
19 Applications 107

20 Preparation; (slides 143-160) 107
20.1 Zaid and Buâz:a episode 8: Dialogue, pauses . . 108

20.2 Zaid and Buâz:a episode 8: Dialogue, slides . . . 108
20.3 Relationships expressed by the genitive phrase . . 108
20.4 The landscape nearing S:uq l Lḥd: (slow) 109
The landscape nearing S:uq l Lḥd: (normal) 110
20CN The great ones of the nation and the tribe 110
20 Applications 110

FIFTH REVIEW (LESSONS 17-20) 110

21 Preparation; (slides 161-169) 112
21.1 Action verbs with complements (DO, PP) 112
21.2 Feminine plural subject in imperative and perfect . 113
21.3 Zaid and Buâz:a episode 9: Sentences 114
21.4 reckoning the losses Narrative 114
21.5 and increase of flocks Dialogue, slides . . . 115
21CN The Ministry of Justice; tribal organization . . . 116
21 Applications 117

22 Preparation; (slides 161-177) 117
22.1 Zaid and Buâz:a episode 9: Dialogue, pauses . . . 117
22.2 Zaid and Buâz:a episode 9: Dialogue, slides . . . 117
22.3 Two women walking to Âin l Luḥ. Narrative 1 118
22.4 Two women walking to Âin l Luḥ. Dialogue, slides . 118
22.5 Two women walking to Âin l Luḥ. Narrative 2 119
22CN The medicine seller's spiel 119
22 Applications 120

23 Preparation; (slides 178-194) 120
23.1 Imperative plus imperfect verb sequences. 120
23.2 The handing demonstrative aya, with m and f, sg . . 121
23.3 Zaid and Buâz:a episode 10: Sentences 122
23.4 buying vegetables and Narrative 123
23.5 fruit; paying for them Dialogue, slides . . . 123
23CN A poor woman caught cutting green wood (a skit) . . 125
23 Applications 126

24 Preparation; (slides 195-201) 126
24.1 Zaid and Buâz:a episode 10: Dialogue (normal) . . 126
24.2 Zaid buys meat. Sentences: slides and pauses . . . 126
Zaid buys meat. Sentences: normal speed 127
24.3 Imperative and hortatory sentences 127
24.4 Using the handing demonstrative with m and f . . . 127
24.5 The story of Jackal and Stork inviting each other . 128
24CN Four stories about the jackal, Uš:n 129
24 Applications 129

SIXTH REVIEW (LESSONS 21-24) 130

25 Preparation; (slides 202-212) 131
25.1 Pronominalization of the direct object (m, f sg). . 132
25.2 Imperative with IO and sentence complements 132
25.3 Zaid and Buâz:a episode 11: Sentences 133
25.4 finding transport back Narrative 133
25.5 to Zaid's house Dialogue, slides . . 134

25CN Left-right; north-south; newscast; part of a tamdiaẓt by Š:ix Bn Nasr u Sliman; an izḷi. . . . 135
25 Applications 135

26 Preparation; (slides 202-213) 136
26.1 Zaid and Buâz:a episode 11: Dialogue, pauses . . 136
26.2 Zaid and Buâz:a episode 11: Dialogue, slides . . 136
26.3 Pronominalization of the direct object (m,f pl) . 136
26.4 Story: The nail of Žḥa (Djeha) 137
26CN Three stories of the trickster, Žḥa (Djeha) . . . 138
26 Applications 138

27 Preparation; (slides 214-224) 139
27.1 The verb ini "say" and its complements 139
27.2 Pronominalization of direct object (m and f) . . 140
27.3 Zaid and Buâz:a episode 12: Sentences 140
27.4 the women of Zaid's house- Narrative 141
27.5 hold plan dinner Dialogue, slides . . 141
27CN Custom; the great holiday; holiday giving 142
27 Applications 142

28 Preparation; (slides 214-225) 143
28.1 Zaid and Buâz:a episode 12: Dialogue, pauses . . 143
28.2 Zaid and Buâz:a episode 12: Dialogue, slides . . 143
28.3 Using the indirect object pronoun (2nd sg m or f) 144
28.4 Story: Žḥa and the people of Fès 144
28.5 Orientation particles with the imperative 145
28CN A Žḥa story; skit on charity; riddling 146
28 Applications 146

SEVENTH REVIEW (LESSONS 25-28) 146

29 Preparation; (slides 226-236) 148
29.1 Independent pronouns, personal and impersonal . . 148
29.2 Zaid and Buâz:a episode 13: Sentences 149
29.3 dinner is served to Zaid Narrative 150
29.4 and his guest Dialogue, slides . . 150
29.5 Dialogue, pauses . . 151
29CN Ordering cloth woven for a djellaba (a skit) . . 152
29 Applications 152

30 Preparation; (slides 237-242) 152
30.1 Pronominalization of indirect object (3rd sg) . . 152
30.2 Zaid and Buâz:a episode 14: Sentences 153
30.3 preparing a sleeping- Narrative 154
30.4 place for the guest Dialogue, slides . . 154
30.5 Dialogue, pauses . . 155
30.6 Masculine sg noun forms after prepositions . . . 155
30CN Living spaces; tent vs house; grinding song . . . 156
30 Applications 156

31 Preparation; (slides 243-250) 156
31.1 Long and short forms of prepositions 157

31.2 Ḥad:a visits Zaid (I): } Dialogue, slides . . . 157
31.3 health, medicine, and cure } Dialogue, pauses . . . 158
31.4 Ḥad:a visits Zaid (II): } Dialogue, normal . . . 159
31.5 her son, a model youth } Dialogue, pauses . . . 159
31CN People's occupations in the Middle Atlas 160
31 Applications 161

32 Preparation; (slides 251-260) 161
32.1 Interrogative/relative object pronoun mi 161
32.2 Ḥad:a visits Zaid (III): } Dialogue, slides . . . 162
32.3 Zaid reads Ḥad:a's letter } Dialogue, pauses . . . 163
32.4 Ḥad:a visits Zaid (IV): } Dialogue, slides . . . 163
32.5 Ḥad:a dictates her reply } Dialogue, pauses . . . 164
32CN Fêtes: naming a baby; circumcision; wedding 164
32 Applications 165

EIGHTH REVIEW (LESSONS 29-32) 166

SUMMARY OF TAMAZIGHT STRUCTURE 167
S1. Sentence types, with examples from the lessons . . 167
S2. Verbal sentences: the elements and their order . . 169
S3. The verb phrase: mood, tense, aspect, and verb . . 169
S4. The subject of the verbal sentence 174
S5. Complements of the verb phrase 175
S6. Adverbial words and phrases 176
S7. Contrastive focus: the nomino-verbal sentence . . . 181
S8. Pre-announced topics and pronominal reference . . . 182
S9. Nominal predications and related sentences 182
S10. Prepositional preducations and related sentences . 183
S11. The negative sentence mode 183
S12. The interrogative sentence modes 184
S13. Calls and responses; the vocative particle a . . . 187
S14. Demonstrative sentences: pointing, handing, warning 187
S15. Exclamations and interjections 188
S16. Coordinate sentence linking: "and," "nor," "or" . . 189
S17. Subordinate sentence linking: complex sentences . . 191
S18. Sentence form in connected discourse 192
S19. The verb as a lexical item 193
S20. Verb derivation: causative, reciprocal, passive . . 195
S21. Verb participles and their uses 196
S22. Pronominal affixes 196
S23. Independent pronouns: personal and impersonal . . . 198
S24. Noun phrases: the head noun and its modifiers . . . 200
S25. Adjectives: derivation and inflection 201
S26. Comparison and comparative structures 202
S27. The genitive construction (with nouns or pronouns). 203
S28. The noun as a lexical item 206
S29. Orientation particles (OP) 210
S30. Linking independent nominals: the preposition (i)d. 211
S31. Relative clauses 212
S32. Summary of phonological rules 214

LEXICON 221
LIST OF SYMBOLS AND ABBREVIATIONS 253
BIBLIOGRAPHY AND MAPS CONSULTED 255

LIST OF TABLES

1 Some alphabets used for writing Tamaziγt 4
2 Tamaziγt phonemes arranged by sound features . . . 5
3 Vowel phoneme variation in different environments. 9
4 Imperative subject affixes with d:u "go" 170
5 Intensive imperative non-plural of wt "hit" . . . 170
6 Indicative subject affixes with d:u "go" 171
7 Locative demonstrative stems, affixes, and words . 177
8 Regular prepositions and their affixes 178
9 The five stems of some common verbs. 194
10 Pronominal affix sets and the independent personal pronouns 197
11 Orientation particles in seven word types 211
12 Assimilation and reduction over morpheme boundaries 216

LIST OF FIGURES

1 Map of Morocco showing Ait Mgild area. . . . . . inside cover

2 Idealized cross-section of the vocal tract 5

3 Tamaziγt vowels: articulatory chart 9

LIST OF SLIDE SETS

Slide Lesson
1 Course title and credits 1
2-7 Production of six back consonants: h â ḥ x γ q 1.1
8-10 Maps: Morocco, central Morocco, Azrou area 1.2
11-15 Hitchhiking man gets ride; marabout's tomb 1.3
16 Musical instrument: luṭar 1CN
17-18 Musicians playing luṭar and drum; girls sing 2CN
19-24 Hitchhiking woman gets ride; road to Ain Leuh 3.3
25-26 Dancing girls and musicians 3CN
27-35 Older man stops by relatives' tent; greetings 4.3
36-43 Buâz:a comes along highway, meets stranger 5.7
(Zaid); greetings; begin journey together 6.3
44-45 People listening to radio; to record player 6CN
46-48 Teatray and glasses; teapot and jug; tea, sugar 7.1
49-55 Buâz:a and Zaid walking, talking, asking 7.6
each other questions, getting acquainted 8.2
56 Man listening to news broadcast 8CN
57-60 Buâz:a and Zaid walking, talking; Zaid inviting Buâz:a to brother's tent 9.7
10.2
61-62 Man and woman exchanging greetings; goats 10CN
63-81 Zaid approaches tent, calls; Mimuna invites 11.6
them, shooes dogs; Ḥmidu ushers them in 12.2
82-84 Sheep, lambs; 2 men (near, far); 2 herders 12.4

85	Musicians and circle of listeners, in market	12CN
86-94	Teatray, contents; kettle, brazier, bellows	13.3
95-109	Zaid sits in tent, directs servant Ḥmidu in	13.6
	kitchen side; makes tea; Buâz:a watches	14.2
110	The mosque in Azrou	14CN
111-113	Tea utensils, brazier, before seated man	15.2
114-130	Mimuna greets guests in tent, has servant	15.5
	bring food; guests wash hands, eat	16.2
131-140	Buâz:a and Zaid thank hostess, put on shoes	17.6
	as they leave tent; mutual farewells said	18.2
141-2	Horseman with musket; troupe, galloping	18CN
143-158	Zaid and Buâz:a walk along, observe distant	19.4
	ploughman, flocks; sight village, arrive	20.2
159-160	King's guard, local dignitaries at festival	20CN
161-169	Buâz:a and Âs:u sit by wall, reckon increase	21.5
	of flocks; compound numbers; plan shearing	22.2
170-175	Two women meet on road to Ain Leuh	22.4
176-177	Medicine seller at souk	22CN
178-192	Zaid at souk, buys vegetables and fruit	23.5
193-194	Woman in forest, with ax; Bureau at Ain Leuh	23CN
195-200	Zaid buys meat, butcher makes change	24.2
201	Well with 2 buckets	24CN
202-212	Buâz:a and Zaid regroup; Zaid goes for tea	25.5
	and sugar, Buâz:a seeks bus; both find taxi	26.2
213	Older man telling stories over tea tray	26CN
214-224	Zaid at home; Iṭ:u and servant Faṭima empty	27.5
	shopping basket, plan dinner, draw water	28.2
225	Tent, side view	28CN
226-235	Zaid and Buâz:a return from mosque; Iṭ:u	29.4
	directs servant, Mimuna serves dinner	(29.5)
236	Hand-woven djellaba, weaving tools, yarn	29CN
237-241	Iṭ:u and Faṭima prepare sleeping-place for	30.4
	guest, Buâz:a; spread rugs, sheets, blankets	(30.5)
242	Woman grinds grain with stone hand-mill	30CN
243-245	Zaid's neighbor Haḍ:a brings letter to read	31.2
246-250	Blacksmith, grocer, butcher, water-seller,	31CN
	women carding wool and spinning before loom	
251-253	Zaid reads letter to Ḥad:a, who listens	32.2
254-256	Zaid writes letter for Ḥad:a, who dictates	32.4
257-260	Women and children celebrating family festivals with drums, gifts, wedding procession; applying henna to the bride's hands	32CN

INTRODUCTION

THE NATIVE SPEAKER - TUTOR

This should be a native speaker of an Ait Mgild dialect (see map, Fig. 1), who shares a language (French, English, or Arabic) with the learner. A native speaker familiar with the Roman alphabet can learn to read Tamazight in this orthography quite rapidly. This is helpful but not strictly necessary if the tapes are played in the tutor's presence. A student may be suitable as a tutor; they are usually free in the summer, and many now learn English in secondary school. They lack the rich experience of older speakers, but this is supplied to some extent by the cultural material on the tapes.

Moroccans appear to take a lively interest in a stranger learning their languages, and many offer help. Such help often takes the form of giving the learner new words or long phrases to repeat. This activity increases one's inventory of memorized forms, but not the ability to form new sentences and understand them. You can structure your tutor's helpful efforts by asking him to do specific things, such as:

- Correct your verbal responses to the taped exercises (the correct answer is on the tape, but you may not hear the difference between your response and the correct one).
- Participate with you in free versions of the taped dialogues, using essentially the same vocabulary. Choose a role and assign another role to the tutor; exchange roles if feasible.
- Respond to questions you formulate (in Tamazight) on the texts, the slides, or the cultural materials.
- Pose questions to you, based on the texts or slides, and correct your answers as to accuracy, grammaticality, and pronunciation.

Specific tasks for the tutor are suggested in the lessons.

TEXTBOOK, TAPES, AND SLIDES

Each lesson contains a Preparation, numbered lesson sections, Cultural Notes, and Applications. The preparation is to be studied before hearing the tape. Lesson sections are numbered to correspond to bands on the tapes; each section has the written version of the Tamazight text, and a condensation of the verbal instructions on the tape, with additional examples and notes which are not on the tape. Cultural notes are based on the unnumbered final band of the tape, which could be played at a different time for relaxed discussion. The final section, Applications, suggests immediate uses for the lesson material.

Points of grammar and pronunciation which are highlighted in the lesson are cross-referenced with the relevant section of the Summary of Tamazight Structure, which follows the set of lessons and reviews. Sections of the Summary are numbered with an S, lesson sections with an L.

The taped lessons consist of independent sentences, dialogues, narratives, and drills allowing for various kinds of responses, all built around several series of episodes. Little direct translation is provided; instead, each episode is introduced by a synopsis of what happens, and illustrated in at least one version by slides. Repetition of the episode in several linguistic forms builds up familiarity with the situation and the vocabulary. Cues to understanding the grammatical structure are given in the Preparation and in notes on the lessons. Words not understood from the context should be looked up in the lexicon at the end of the book, or checked with the tutor.

The slides illustrate the actions, positions, gestures, and facial expressions of the speakers, as well as natural scenes of the episodes. The slides are especially important for mastering the essential use of particles of orientation (see S29). Bands with slides have the slide numbers after the band title, and in the right-hand margin at the point where the slide should be seen. Signals on the lower track of the tape advance a slide projector automatically if it is interconnected with the tape recorder.

Many lesson sections give the learner the option of reading and hearing the text simultaneously. Since Tamazight is primarily an unwritten language, further learning beyond this basic course will depend on hearing alone; so you should not become too dependent on written forms.

BERBER WRITING SYSTEMS AND THE ORTHOGRAPHY USED HERE

Historically Berber languages have been written with different alphabets, including the Arabic, the Roman, and the ancient Berber Tifinaɣ still used by the Tuareg. All three are used to some extent to write Tamazight, but in a highly individualistic way in most cases: a radio broadcaster's notes; a student's jottings of popular verses; personal letters, etc. Conventions for representing Moroccan words (mostly personal and place names) in French-language publications were established by the French Protectorate. Roman letters were used with their French values, which require interpretation in terms of the French sound system;

not all of the sounds of Tamazight were uniquely represented. This French orthography is used in the opening sections of this book; after the Introduction, a phonemic orthography is used.

Scholars have developed conventions for writing Berber languages in a phonological notation, using symbols based on the Roman alphabet and modified by diacritics, and defining these symbols in terms of the Berber language in question. Berber languages differ somewhat in their sound systems, and Berberists differ in their choice of symbols, but the resulting differences in writing Berber are not great. Table 1 relates the symbols used in this course to those used in five other systems for writing Tamazight. The lexicon at the back of this book is arranged in the alphabetical order of Table 1.

The words, stems, and affixes listed in the lexicon undergo some modifications when they are combined in speech. The most important changes are pointed out as they occur in the lessons, and summarized in the morphophonemic rules (see in S32). The pronunciation resulting from these modifications is sometimes best shown by writing two words as one; but wherever possible, the space between words has been preserved so that they may be identified with their lexical forms.

PRELIMINARY PHONETIC PRACTICE

Americans often cannot distinguish between all of the Tamazight sounds at first. Early attempts to "listen and repeat" are likely to result in mispronunciation and the formation of bad habits. It is highly advisable to invest an hour in learning some descriptive terms for the features of speech production, and then attempt to produce some of the more difficult sounds of Tamazight. Practice in producing the sounds should help you to hear them correctly; and knowing the descriptive terms will enable you to identify the sounds given on tape for phonetic practice.

Table 2 shows the symbols used here for Tamazight phonemes (abstract elements of the sound system), arranged according to features involved in producing the sounds. The columns of Table 2 are numbered to correspond to areas of the vocal tract, as shown in Fig. 2. The features of sound production are explained in the following section; refer to Table 2 and Fig. 2 as you read it and practice the vocal gestures suggested. Then follow either or both of the following steps:

1. Play the pronunciation practice bands (on Reels 1.1, 1.6, 2.1, 2.3, 3.1, 4.1, 5.1, and 6.1; see the corresponding lesson section for contents).

Table 1. Some alphabets used for writing Tamaziγt

Harries 1973	Abdel-Massiḥ 1971	Laoust 1939	Franco-phone Morocco	Arabo-phone Morocco	Académie berbère 1972
a	a	a	a ~ e	ا	ⴰ
â	ʕ	ʿ	a ~ â	ع	ⵄ
b	b	b̲ ~ b	b	ب	ⴱ
č	tš	tš	tch		ⵞ
d / ḍ	d / ḍ	d̲ ~ d/ ḍ	d	ض/ذ د	V, Λ / E
(ə)*	(ə)*	e	e		
f	f	f	f	ف	ⴼ
g / gʷ	g / g̣	g̅ ~ g/ gʷ	g	ڨ	ⴳ
γ	γ	ġ	gh	غ	ⵖ
h	h	h	h	ه	ⵀ
ḥ	ḥ	ḥ	h	ح	ⵃ
i	i	i	i ~ e		ⵢ
j	dž	dj	dj	ج	ⴵ
k / kʷ	k / ḳ	k̲ ~ k/	k	ك	ⴽ , ⴿ
l / ḷ	l / ḷ	l / ḷ	l	ل	ⵍ
m	m	m	m	م	ⵎ
n /(ṇ)	n	n	n	ن	ⵏ
q	q	q	k ~g(u)	ق	ⵇ
r / ṛ	r / ṛ	r	r	ر	ⵔ
s / ṣ	s / ṣ	s / ṣ	s	ص/س	ⵙ / ⵚ
š	š	š	ch	ش	ⵛ
t / ṭ	t / ṭ	t̲ ~ t/ ṭ	t	ط/ت	ⵜ
u	u	u	ou ~ o		ⵓ
w	w	w	ou	و	
x	x	ḫ	kh	خ	ⵅ
y	y	y	i ~ y	ي	ⵢ
z / ẓ	z / ẓ	z / ẓ	z	ز	ⵣ / ⵥ
ž	ž	ž	j	ج	ⵊ
Tense or geminate consonant:					
C:	C:	CC	CC	Cّ	Ĉ

---

*The short central (zero-grade) vowel [ə]; see pp. 8, 218.

Table 2. Tamazi·yt phonemes arranged by sound features

	Degree of constriction Voicing Tenseness	Location of primary constriction*								
		1 Lab	2 Dent-alv	Phrz	3 Pal	4 Alv-Pal	Lab	5 Uvu	6 Phr	7 Lar
CONSONANTS	OBSTRUENTS									
	vl. tense		t:	ṭ:	č	k:	$k{:}^{w}$	q:		
	vl. lax		t	(ṭ)		k	k^{w}	q		
	vd. tense	b:	d:	(ḍ:)	ǰ	g:	$g{:}^{w}$			
	vd. lax	b	d	d		g	g^{w}			
	NASAL									
	tense	m:	n:	ṇ:						
	lax	m	n							
	FRICATIVES									
	vl. tense	f:	s:	ṣ:	š:			(x:)	ḥ:	
	vl. lax	f	s	ṣ	š			x	ḥ	
	vd. tense		z:	ẓ:	ž:			(γ:)		
	vd. lax		z	ẓ	ž			γ		
APPROXIMANTS	interrupted									
	tense		r:	ṛ:						â:
	lax		r	ṛ						â
	continuant									
	tense	w:	l:	ḷ:		y:				h:
	lax	w	l	ḷ		y				h
VOWELS		u				i				a

*Numbers correspond to areas in Fig. 2.

Areas of constriction:

1. labial
2. dental-alveolar
   (+ or - pharyngealized)
3. alveo-palatal
4. palato-velar
   (+ or - labialized)
5. uvular
6. pharyngeal
7. laryngeal (vocal cords)
8. velo-pharyngeal port,
   open for nasal sounds

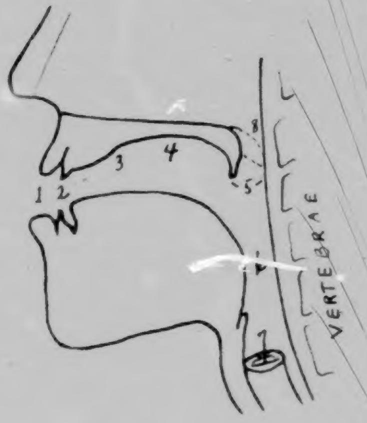


Fig. 2 Idealized cross-section of the vocal tract

2. Go over the corresponding lesson sections with your tutor. Have him pronounce the words given as examples. Since he doesn't yet know this orthography, you will need to give him your best guess as to the pronunciation, and the meaning of the word in your shared language. Watch and listen to him, then correct your pronunciation. If you show him the words, the tutor can learn the orthography as you learn the pronunciation.

FEATURES OF TAMAZIGHT SOUND PRODUCTION

The sounds of Tamazight are produced by modifications of the airstream coming from the lungs. Air passes through the vocal cords at the larynx, enters the pharynx (throat), and goes out through the mouth and lips. If the velic passage is open (as it is for inhaling), air goes out through the nasal passage and the nose, as for m and n. The vocal tract may be *constricted*, partially or completely, at one or more points, by movements of the lips, tongue, velum, and surrounding muscles. Phonemes are grouped in Table 2 by the location and the degree of primary constriction involved in their production. Phonemes in Columns 2 and 4 have secondary constrictions as well.

Location of primary constriction of the vocal tract

Feel the location of the constriction as you produce the initial consonant of these English words: *bee*, *thee*, *Dee*, *see*, *she*, *gee*, *key*, *coo*. Identify the area constricted on the drawing of Fig. 2. Now try constricting your vocal tract further back, and in between, these habitual points, moving your tongue freely; notice the difference in sounds.

Consonants in Columns 1-3 have primary constrictions about the same as in American English. Those in Column 4 have constrictions a little further front than the English k and g. Examples are in L2.1.

The back consonants (Col. 5 and 6) and the laryngeal glides (Col. 7) have no counterparts in English, except that laryngeal h is somewhat like English h in "aha!" The tongue is pushed back and raised for the uvular sounds; it is pushed back and the throat muscles tensed for the pharyngeal ḥ. Throat muscles are also tensed for the laryngeal â; see Voicing, below. Examples of the back consonants and laryngeal glides are in L1.1.

Pharyngealization (Ç , Ç:)

Pharyngealized consonants (in col. 2) are produced with a secondary constriction in the pharynx. Tighten your throat muscles and push back the root of the tongue to constrict the pharynx. (It may help to apply external pressure at first, with your hand on your throat.) Do this as you pronounce Tea, two, hear the effect on the vowels. Examples are in L3.1.

Labialization (C^w, $C:^w$)

Labialized consonants (in col. 4) have a secondary constriction at the lips (lip rounding), simultaneous with the primary constriction. Labialized consonants often result from the combination of a palato-velar consonant with a following vowel u; see S32. Examples are in L6.1.

Voicing and other vocal cord activities: the laryngeals (h, â)

Voicing is the regular vibration of the vocal cords. Put your fingers on your throat and feel the difference as you pronounce ff-vv-ff-vv, and ss-zz (v and z are voiced; f and s are not). All the Tamazight sounds are voiced except those marked "voiceless" and the laryngeals, which have different kinds of vocal cord activity. For h the vocal cords vibrate without closing completely; the effect is a "breathy" h. For â the vocal cords are tensed and open irregularly along part of their edges; the effect is a low-pitched, creaky "ah."

Initial voiced consonants are more completely voiced than in English; the onset of voicing may sound like a short preceding vowel. Final consonants tend to lose their voicing, as does a voiced consonant before a voiceless one; see S32 for details.

Tenseness versus laxness (C: vs. C)

Many pairs of consonants have a similar degree and location of constriction, but differ by the feature of tenseness. In general, the tense consonant is produced with more energy and firmer pressure of the articulators than the corresponding lax consonant; as a result it may be longer and louder. Lax t, d and k, g have constrictions slightly forward of their respective tense counterparts. Practice varying the energy and length of closure for b, t, d, s, etc. Examples are in L1.6, 2.1, and 2.3.

The č and ǰ, which resemble the initial sounds in "choose" and "judge" respectively, are inherently tense, and are often written as two segments: tš - č, dž - ǰ.

Many tense consonants result from the combination of two adjacent consonants; see S32 for details.

Degree of constriction of the vocal tract

Consonants produced with complete constriction of the vocal tract are called *stops*; b: t: d: k: g: q: are stops. Those produced without complete closure, but with enough constriction to make the airstream turbulent, are called fricatives; f s z š ž x γ ḥ are fricatives. Sounds with less constriction than fricatives, but more than vowels, are grouped in Table 2 as *approximants*. *Vowels* have no constriction, but are shaped by the tongue and lips.

In many Berber dialects, including Ait Mgild, the lax consonants which correspond to tense stops are fricatives, while in other dialects they are weakly articulated stops. Because of the close relationship between tense and lax pairs of consonants, they are grouped in the same class in Table 2, as "obstruents". The pronunciation of lax g is often almost indistinguishable from y (see also the note on semivowels y and w, page 10).

The *fricative* group includes only those pairs in which both the tense and lax member are fricative. The uvular fricatives, x and γ, may also be trills, i.e. the uvula may vibrate in the airstream.

The *approximants* include the liquids (l and r sounds), the high glides w and y which correspond closely to the high vowels u and i, and the laryngeal glides h and â.

The r-sounds have the airstream interrupted by the tongue tip touching the alveolar ridge, either successively while vibrating rapidly in the airstream (r:, ṛ:) or once as the tongue rises and rapidly moves on to the next target (r, ṛ). Examples are in L4.1.

For the l-sounds, the tongue tip touches the upper teeth, while the airstream passes over the sides of the tongue. Examples are in 5.1. In some dialects (e.g., Ait Tmuli), a lax l may be pronounced with incomplete *closure*, but with more constriction, resulting in a fricative.

Vowels and their variants

Besides the three vowel phonemes, i u a, Tamaziγt has short central vowels which sound much like the unstressed article "a" before a noun, as in "a thing." These short vowels are not part of the lexical items, so they are not written. You will hear them when the words are pronounced. Some general rules for where to insert short vowels and place the stress are given in S32.3.

The exact length and quality of a short vowel or a vowel phoneme are determined by its position in the word and by the adjacent consonants. If you produce the consonants correctly, the vowels will tend to come out right; but some guidelines may help in interpreting what you hear.

Figure 3 shows phonetic symbols for some vowel phoneme variants which you can probably distinguish. The symbols are arranged by tongue position, according to whether the tongue is raised at the back or front of the mouth, or is relatively low. The short central vowels are symbolized by ə (in some systems of orthography, they are written as e or ə). Examples of the variants and of similar English vowels, if any, are given in Table 3, with the principal features which determine their occurence.

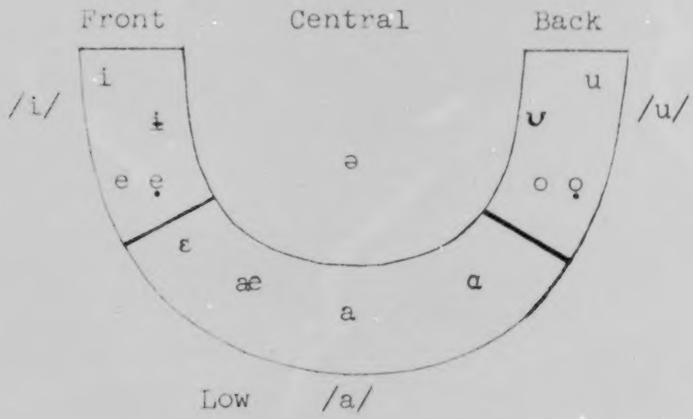


Fig. 3. Tamaziγt vowels: articulatory chart

Table 3. Vowel phoneme variation in different environments, with examples

/a/ the low vowel phoneme: variants ɛ æ a ɑ

ɛ	as in "mess" before a final fricative:	ib:aš	"your (m) father/ votre père"
æ	as in "mat," word-initial:	aman	"water/eau"
	before r or r: :	argaz	"man/homme"
	before final non-fricative:	ib:am	"your (f) father/ votre père"
a	as in "father," word-final: and elsewhere	ib:a	"my father/ mon père"

Next to uvular or pharyngeal(ized) consonants, a more back variant occurs:

ɛ → æ	haγaš	"Here!" (handing)
æ → a	axam	"tent"
a → ɑ (by pharyngealized Ç)	taγ:aṭ:	"goat/chèvre"

/i/ the high front vowel phoneme: variants i ɨ e ẹ

i	as in "keen" (except as shown below):	il:i	"my daughter/ ma fille"
ɨ	as in "beer" before r, ḥ, and uvulars /x ɣ q/	tirsal	"tentpoles"
		tixsi	"ewe/brebi "
e	a lower, "flat" /i/ not found in English, occurs after uvulars and ḥ	lxir	"(the) good/ le bien"
		q:im	"Sit!/ Asseyez-vous!"
ẹ	next to pharyngealized Ç	tiṭ:	"eye/oeil"

/u/ the high back vowel phoneme: variants u ʊ o ọ

u	as in "moon" (except as shown below):	ul:i	"sheep/moutons"
		d:u^{y}at	"Go!(pl)/allez!"
ʊ	as in "poor" before r, uvulars, and ḥ	ur s:inx ~ urs:	"I don't know./ Je ne sais pas."
		t:ux	"I forgot./ J'ai oublié."
o	a lower, "flat" /u/ somewhat like that in "holy," occurs after uvulars and ḥ	aḥuli	"ram/bélier"
ọ	next to pharyngealized Ç	tamṭ:ut:	"woman/femme"
		aḥiuḍ	"crazy/fou"
	/u/ is lowered in final position (unlike /i/):	axbu	"hole/trou"
		aḍu	"wind/vent"

A note on semivowels (y,w) and high vowels (i, u)

A high vowel in a lexical form may be pronounced as a semivowel if it adjoins a vowel (see also S32.2); thus ar:ial is pronounced ar:yal, and could be written as such. We have tried, however, to restrict the use of y and w in lexical forms to segments that correspond to consonants. Nevertheless in the present state of Berber orthography there is much arbitrariness in choosing the lexical [illegible]

LESSON 1 (Reel 1; slides 1-16)

L1. PREPARATION

a. Read the Introduction. Review the features of back consonants and laryngeals. Locate the uvula, pharynx, and larynx; test the feel and sound of voiced and voiceless consonants; of stop consonants and fricatives.

b. On the map of Morocco, locate the ocean; Morocco; the capital, R:baḍ; the city of Mknas; the road from Mknas to Aẓru; the mountain forests above Aẓru; the city of Midlt; and the town of Xnifra. Which are in the Ait Mgild area?

c. Set the projector at slide 1 and turn it on when you start Reel 1. Hereafter, turn on the slide projector for each band for which slide numbers are given in the text.

L1.1 Pronunciation practice: laryngeals and back consonants (slides 2-7) (3:30) * 1

Pattern: Ca Ca Ca Ca Ca repeat Ca Ca Ca Ca Ca

(Examples for use with the tutor are not on the tape.)

h Laryngeal continuant: a breathy "aaah" with lots of air coming through the larynx. 2

(ha^{y} abrid! "There's the road!"/"Voici la route!")

â Laryngeal trill: a low-pitched "aaa" with the larynx tensed and the throat constricted. 3

(âari "mountain forest"/"forêt des montagnes")

ḥ Pharyngeal fricative: voiceless, throat constricted. 4

(Lḥd: "the first; Sunday"/"le premier; dimanche")

x Uvular fricative, voiceless: back of tongue approaching uvula, causing friction and vibration. 5

(axam "tent; household"/"tente; ménage")

γ Uvular fricative, voiced: same as the voiceless x except that the vocal cords vibrate. 6

(Imaziγn "Berbers"/"les Berbères")

q Uvular stop: voiceless; back of the tongue raised to block the airstream at the uvula. 7

(s:uq "market day-place"/"jour ou place du marché")

L1.2 The map of Morocco: demonstrative sentences with ha (slides 8-10) (4:50) 8

The pointing demonstrative ha is used here to point out places and features on the map: "Here/there is ________." The question asks "(Do you know) what is this?" The answer is the place or feature named.

Pattern: S S repeat Q answer A repeat

	S	Q		A	
1.	ha lxariṭa !	mat:a	uya?	lxariṭa .	8
2.	ha lbḥr!	"	"	lbḥr .	
3.	ha Lmγrib!	"	"	Lmγrib .	
4.	ha R:baḍ!	"	"	R:baḍ .	
5.	ha Mknas!	"	"	Mknas .	
6.	haʸabrid!	"	"	abrid .	9
7.	haʸAẓṛu!	"	"	Aẓṛu .	
8.	ha âari!	"	"	âari .	
9.	ha Midlt!	"	"	Midlt .	
10.	ha Sidi Âd:i!	"	"	Sidi Âd:i.	10
11.	ha Âin l Luḥ!	"	"	Âin l Luḥ.	
12.	ha S:uq l Lḥd:	"	"	S:uq l Lḥd:.	

When the word following ha begins with a vowel, a y-glide is inserted (the general rule is in S32.3). Note that â is not a vowel.

L1.3 Two men going to S:uq l Lḥd:. A dialogue (slides 11-15) (1:20) 11

Synopsis: A man from Midlt is hitchhiking to S:uq l Lḥd:. An American driver stops for him; they 12 have a short conversation. The hitchhiker (H) speaks first:

H. s:alamu âlikum. 13
D. âlikum s:alamu rḥmatu Ḷ:ah. manig t:auḍ:?
H. S:uq l Lḥd:.
D. ag:ʷd nk:, S:uq l Lḥd:. yaḷ:ah, ni !
H. bismil:ah! 14
D. mani zg t:d:id?
H. d:ix-d zg Midlt.
D. mat:a šg:?
H. nk:, u Ây:aš ay gix. i šg:, may tmsd? 15
D. nk:, Amarikani.

16
**

L1.4 Two men going to S:uq l lḥd:. Dialogue, with pauses (1:54)

The dialogue of Band 3 is repeated on Band 4 with pauses for you to repeat the sentences. Here's what is happening: the driver and the hitchhiker exchange formal greetings. The driver asks "Where are you going?" The hitchhiker replies "S:uq l Lḥd:." The driver says "Me too. Come on, get in!" As he gets in, the hitchhiker says what Moroccans usually say when entering or beginning something. The American driver asks the hitchhiker where he has come from, and what he is (ethnically). The hitchhiker says he's an Ŷy:aš man; then he asks a similar question, and the driver tells him that he's an American.

** After the projector advances to the first slide of the next group, turn the projector lamp off. Slide 16 is for the cultural section.

L1.5 Two men going to S:uq l Lḥd:. Independent sentences (2:35)

The preceding dialogue was between an American and an Amaziγ (a Berber). A third person describing some aspect of the incident might use one of the following sentences. Each sentence starts with a verb; the verbal words used are:

id:a-d	"he came"	in:a-s	"he said to him"
ian:ai	"he saw"	isal	"he asked"
isl:m	"he greeted"	id:a	"he went"

The first letter, i- , means "he." The noun representing the subject follows the verb in non-emphatic descriptive sentences like these; the order is Verb-Subject-Complement.

He-came the-American with (by means of) automobile.

1. id:a-d Umarikani s ṭ:umubil.
2. id:a-d Umaziγ zg Midlt.
3. ian:ai Umarikani Amaziγ.
4. isl:m Umarikani xf Umaziγ.
5. in:a-s Umaziγ i Umarikani, "s:alamu ȃlikum!"
6. in:a-s Umarikani i Umaziγ, "manig t:auḍ:?"
7. isal Umaziγ Amarikani,
   in:a-s "mat:a šg:?"
8. id:a Umarikani d Umaziγ γr S:uq l Lḥd:.

To refer to more than one person, the verb must have a plural subject marker. Instead of the i- prefix, it gets an -n suffix.

9. d:an md:n γr S:uq l Lḥd: g ṭ:umubil.

Wait until L2.4 to pronounce these sentences. Meantime, study their structure and compare them to examples in S1. The basic verbal sentence is described in S2; the verb phrase, subject, and complements are treated in S3, 4, and 5 respectively. Other subject affixes are given in S3.1.

The changing first vowel of nouns (cf. Amarikani-Umarikani, and Amaziγ-Umaziγ) is explained in S24.

L1.6 Pronunciation practice: tense consonants in some kinship terms (2:17)

Each of these five kinship nouns given contains a tense consonant. Pronounce it energetically, with a firm constriction held longer than for an English consonant.

Pattern: W W W W W repeat W W W W W repeat

ib:a	"my father	/	mon père"
im:a	"my mother	/	ma mère"
il:i	"my daughter	/	ma fille"
is:i	"my daughters	/	mes filles"
mm:i	"my son	/	mon fils"

L1.7 Pitch range; with a free text for listening, by Lhaǰ Zaid: "Imaziγn and their language" (4:56)

In the text on Band 7, the speaker gives his views on the linguistic differences between the main groups of Berbers in Morocco, and also on what other languages they speak. Your tutor can tell you more about the contents of the text; first, listen to it or to a similar long sample of speech in which you can hear an important feature of the language: the pitch range.

Pitch is the property of sound that we describe subjectively as "high" or "low," or "rising" or "falling." Whether his voice is "high-pitched" or "low-pitched," the speaker of Tamaziγt tends to use a wider range of pitch than the American: that is, his highest and lowest pitch levels are usually farther apart than ours. If you restrict yourself to your normal American pitch range in speaking Tamaziγt, you may sound monotonous.

As you listen to the text, notice the variations in pitch, and adjust your own range accordingly when you speak Tamaziγt. You might try to hum along with the speaker, without pronouncing the words. The text begins with a question: notice that the pitch starts high and falls on questions which start with m.

L1 CULTURAL NOTES (on tape): prelude to popular song verses (izlan) (5:10) (slide 16). Vocabulary: *

izlan	verses (sg. izli)	16
t:q:sim	instrumental prelude	
luṭar	3-stringed instrument	**

L1 APPLICATIONS

a. Greet people. The formal greeting s:alamu ʕalikum is good any time of day, for any number of persons.
b. Ask someone where she/he is going; has come from. Be prepared to answer the same questions.
c. Ask a man you know slightly who he is, using mat:a ǰg:. Distinguish from his reply whether he

has identified himself as a member of a tribe (eg. u Mgild) or as a person from a place (Amarikani, Amuyrabi). Be able to answer the same question.

d. Show someone you know a map (American or Moroccan); point out places you know; a road; a mountain forest.

e. Ask someone what something on the map is, pointing to it. See S32.4 for the question intonation.

f. Use the same questions to ask the name of any object to which you can point. Find out the words for hand and foot (check to see how much arm and leg are included); for head; face; eye. Use slides 8-16 for further questions.

LESSON 2 (Reel 2, slides 11-18)

L2. PREPARATION

a. Review the difference between tense and lax consonants. Locate the velar and palato-velar areas; try constricting these areas partially (causing friction) and completely (stopping the airflow). Feel and hear the difference as you move your tongue back and forth in this area.

b. On a map, locate the area of the Ait Mgild; the Ait Ây:aš (near Midlt); the Ait Tmuli (near Âin l Luḥ).

c. Check the meanings of the sentences in L1.5 with the tutor; look up words you haven't understood from the context.

d. Men and women have to be addressed by different forms of independent personal pronouns and with different possessive affixes, as well as some other grammatical forms. Compare the second person singular forms in Table 10 (S22).

e. What kinds of questions do you find in L1? With what consonant do they all begin?

f. Set the projector on slide 11; turn it on for Band 4.

L2.1 Pronunciation practice: tense and lax k and g (2:45)

Pattern: Ca Ca Ca Ca Ca repeat Ca Ca Ca Ca Ca

(Examples, for use with the tutor, are not on the tape)

g: Tense front velar stop, fully voiced.
(šg: "you (masc. sg.) / vous")

g Lax palato-velar fricative or weak stop, voiced.
(zg "from / de")

k: Tense front velar stop, voiceless.
(nk: "I, me / moi")

k Lax palato-velar fricative or weak stop, voiceless
(Mknas ; Amarikani ; kšm "enter / entrez!")

In loan words such as Amarikani, lax k and g may be pronounced as stops; they become fricatives as the borrowed word becomes more "Berberized."

L2.2 City, village, land, and road, modified by genitive phrase (5:30)

The demonstrative sentences in L1.2 had the pointing demonstrative ha followed by a noun. In the following sentences, the thing being pointed out is identified by a noun phrase in which two nouns are linked by the genitive particle n, "of." Each new head noun is given three times, and then used in three sentences with different genitive phrases (S27). Repeat the word or sentence in the pause.

Pattern: W repeat W repeat W repeat
S repeat S repeat S repeat

City:	tandimt .	ha tandimt	n R:baḍ !
		" "	n Mknaṣ !
		" "	n Midlt !
Village:	lfilaž .	ha lfilaž	n Sidi Âd:i !
		" "	n S:uq l Lḥd: !
		" "	n Âin l Luḥ !
Land Country:	tamazirt .	ha tamazirt	n Ait Mgil: !
		" "	n Ait Ây:aš !
		" "	n Ait Tmuli !
Road:	abrid .	haY abrid	n s:uq !
		" "	n ṭ:umubil !
		" "	n Mknas !

L2.3 Pronunciation practice: tense vs. lax consonants (3:50)

The distinction between tense and lax consonants is crucial for speaking and understanding Tamaziɣt. These six pairs of words and nonsense syllables are selected for practice. As you match your pronunciation to the model, pay special attention to the timing: tense consonants are longer as well as more forcefully pronounced.

Pattern: Tense W W W W W repeat -- Lax W W W W W repeat

t:--t	at:a (mat:a "What/quelle")	--ata (a ta! "Oh, you!/a toi")
s:--s	as:a "today/aujourd hui"	--asa (tasa "liver/foie")
b:--b	ib:i "he cut/il a coupé"	--ibi (ibrdan "roads/routes")
n:--n	in:i "he said/il a dit" (after ur negative)	--ini "Say!/dites!"

d:--d	d:u "Go!/allez!"	--du (bdu "Begin/Commencez!")
f:--f	af:a "heap of sheaves"	--afa "fire/feu"

L2.4 Two men going to S:uq l Lḥd:. Independent sentences with pauses (slides 11-15 optional) (2:02)

* 11

If you have studied the sentences of L1.5, you are ready to pronounce them, using Band 4 as a model. You may view the slides again, or follow the text in the book (p. 13). Have your tutor try reading the sentences.

15

16 **

L2.5 Two men going to S:uq l Lḥd:. Narrative (1:20)

A narrator describing the same incident would not use independent sentences, but would connect them up in various ways (some are described in S16.1). Listen for comprehension to the narrative version of this incident. As you follow the text, mark the rise and fall of the narrator's voice pitch, especially the falling pitch that indicates the end of a sentence.

id:a-d Umarikani s ṭ:umubil ; id:u-d Umaziγ zg Midlt.

ian:ai Umarikani Amaziγ, isl:m γifs. in:a-s Umaziγ ,

"s:alamu âlikum !" in:a-s Umarikani, "manig t:auḍ: ?"

isal-t Umaziγ, in:a-s "mat:a šg: ?" d:un g ṭ:umubil

γr S:uq l Lḥd: .

The affix -d in id:a-d "he came" and d:ix-d "I came" is one of several particles of orientation (S29.1). Without the -d, d:u means "go"; with the -d it means "come."

id:a-d and id:u-d both mean "he came"; the latter form is used above in a sentence that is linked in narrative sequence (cf. the independent sentences in L1.5).

Two different kinds of object pronouns occur here:

isal-t	"he asked him"	(direct object)
in:a-s	"he said to him"	(indirect object)

The pronominal objects and their affixation to the verb are described in S5.2; the full list of forms is in Table 10 (S22).

L2.6 Asking persons for their identity: masculine and feminine, singular and plural (3:40)

The four independent personal pronouns corresponding to "you" are used in asking "What are you?" The question with mat:a could refer to tribal, local, or occupational identity. Repeat the appropriate answer (man's or woman's).

Pattern: Q Q repeat A repeat A repeat

To a man:	mat:a Šg: ?	nk: , u Mgil: (ay gix).
a woman:	mat:a Šm: ?	nk: , ult Mgil: (ay gix).
men:	mat:a k^{W}n:i ?	nk:^{W}ni, Ait Mgil: (ay nga).
women:	mat:a k^{W}n:in:i?	nk:^{W}ni, ist Mgil: (ay nga).

Another way to ask identity uses the verb ms, with the appropriate subject marker for m or f, sg or pl. This asks specifically for tribal or national origin.

To a man:	may tmsd, Šg: ?	nk:, u Mgil: (ay gix)
a woman:	may tmsd, Šm: ?	nk:, ult Mgil: (" ")
men:	may tmsm, k^{W}n:i?	nk:^{W}ni, Ait Mgil: (ay nga)
women:	may tmsn:, k^{W}n:in:i?	nk:^{W}ni, ist Mgil: (" ")

The optional ending (in parentheses, not on tape) makes the reply a nomino-verbal sentence (S1).

L2.7 Asking a person's name (2:11)

The word for name is ism . To ask someone's name, use mism- plus the appropriate possessive ending (S27.2). Repeat the questions and the appropriate answers (m or f).

Pattern: Q repeat Q repeat A repeat A repeat

To a woman:	mism-n:m ?	ism-inu Faḍma .
To a man:	mism-n:Š ?	ism-inu Muḥa .

Note: ism is the only noun to which the interrogative m can be directly prefixed; all others take the question word mat:a.

L2 CULTURAL NOTES (on tape): Izlan performance by Š:ix Rwiša Muḥmd and troupe (slides 16-18) (6:30)

		*
		16
Vocabulary:		
Š:ix	professional musician; tribal leader	17
Š:ixat	professional entertainers, female	18
al:un	a type of drum (pl. al:un:)	**

L2 APPLICATIONS

a. Greet someone at the door; tell him to enter (kšm); to sit down (q:im).

b. Using maps, show someone your city, village, or country; eg. "ha tandimt-inu!" Use pictures to point out individuals; eg. "ha ib:a!" ("My wife" is tamṭ:ut:-inu. "My friend" is amd:ak:^{W}l-inu.) Tell their names: eg. "ism-n:s Yusf (Joseph)."

c. Ask someone what his or her country or city is (use mat:a); be sure to use the right possessive ending for man or woman: eg. mat:a tamazirt-n:Š? Have your tutor ask you the same questions.

d. Describe your own or someone else's actions, using verbs from L1.5. See S3.2 for perfect tense, and the lexicon for the stem forms of d:u "go" and ini "say." Find an appropriate complement for each verb.

e. Ask someone his/her tribal identity, using the verb ms. Note the reply and compare it to those in L2.6 and L1.3.

f. Ask someone his/her name (after suitable greetings and exchange of questions of identity). List the names, and compare them to names in L3.7 and L5.2. Use one for yourself to avoid awkward switches to English pronunciation.

LESSON 3 (Reel 3; slides 19-26)

L3 PREPARATION

a. Review in the Introduction the production of pharyngealization and the vowel variants it causes.

b. Compare the answers to questions of identity in L1.3 and L2.6; for example,

nk:, u Ây:aš ay gix.	"Me, I'm an Ây:aš man."	L1.3
nk:, u Mgild.	"Me, I'm a Mgild man."	L2.6

The first answer is a nomino-verbal sentence; compare it to other sentences of this type (S7). The second is a nominal predication (S9). Both types could be independent sentences, not just answers.

c. Find the subject affix to use with the verb when speaking about a man (3d person m sg); a woman (3d f sg); a group of women (3d f pl); a group of men or a mixed group (3d m pl). (See Table 10, S22.) Use them with d:u, in the perfect tense.

d. What prepositions were used in L1.5? Find their meanings and variant forms in S6.2. Note the use of the preposition d (long form id) "with," to link a noun phrase to the subject noun phrase in Sentence 8. The verb's subject affix is still singular because the subject noun following it is singular: id:a Umarikani d Umaziɣ ... "He-went the American accompanied by the Berber ..."

e. Find the rule in S32.1 which accounts for the pronunciation of d:ix+ɣr+Ain+l+Luh as d:iq:r Âin l Luh.

f. Set the projector at slide 19; turn it on for Band 3.

L3.1 Pronunciation practice: pharyngealized consonants (Ç) (6:42)

Americans learning Tamaziɣt can usually detect a pharyngealized consonant by its effect on an adjacent vowel. On tape are four selected consonant pairs that differ by pharyngealization; each is used with all three vowels. (Examples for use with the tutor are not on tape.)

Pattern:	C̣V C̣V C̣V C̣V C̣V	repeat	--CV CV CV CV CV	repeat
ṭ:-t:	taγ:aṭ:	"goat/chèvre"	--tarbat:	"girl/fille"
ḍ-d	bḍu	"begin/commencer"	--bḍu	"part/separer"
ẓ:-z:	amẓ:uγ	"ear/oreille"	--agz:ar	"butcher/boucher"
ṣ-s	ṣuḍ	"Blow!/soufflez"	--su	"Drink!/Buvez!"

L3.2 Some common nouns (animals, people, body parts) (5:38)

These words are introduced in demonstrative sentences, where they have their independent forms. Answer the question by naming the thing demonstrated.

Pattern: S S repeat Q answer A repeat A repeat

1.	ha taγ:aṭ: !	mat:a uya?	taγ:aṭ:	(aya)	"goat-female"
2.	ha tiγṭ:n !	" "	tiγṭ:n	"	"goats-female"
3.	ha tixsi !	" "	tixsi	"	"ewe"
4.	ha^{y} ul:i !	" "	ul:i	"	"ewes; flock"
5.	ha^{y} aḥuli !	" "	aḥuli	"	"ram"
6.	ha^{y} argaz !	" "	argaz	"	"man"
7.	ha lâil !	" "	lâil	"	"boy"
8.	ha tamṭ:ut: !	" "	tamṭ:ut:	"	"woman"
9.	ha tarbat: !	" "	tarbat:	"	"girl"
10.	ha^{y} afus !	" "	afus	"	"hand+forearm"
11.	ha^{y} aḍar !	" "	aḍar	"	"foot+lower leg"
12.	ha^{y} ixf !	" "	ixf	"	"head"
13.	ha^{y} udm !	" "	udm	"	"face, countenance"

To use a noun, you must know its gender and its dependent form. Gender is often predictable from the form or the meaning of the noun (see S28.1); the dependent form is less so, but the general rule is given in S24, and exceptions, such as taγ:aṭ:, are marked in the lexicon.

L3.3 Two women going to Âin l Ḷuḥ. A dialogue (slides 19-24) (1:25) *

19

A woman of the Tmuli tribe of Ait Mgild, played by Mimuna, is walking home from Sidi Âd:i toward Âin l Luḥ. An American woman coming along in her car sees the Tamaziγt woman. They greet each other 20
with the greeting women usually use to each other, meaning "May God help!" The rest of the dialogue is like that of the two men going to S:uq l Lḥd: except that they address each other with the

feminine pronoun Šm: instead of the masculine Šg: . Wait until Band 6 to pronounce the text.

M. a Ḷ:ah 1 âaun !

A. Ḷ:ah isl:m ! manig t:auḍ: ?

M. a Âin 1 Luḥ . 21

A. ag:ʷd nk: , d:ix γr Âin 1 Luḥ. yaḷ:ah, ni !

M. bismil:ah ! 22

A. mani zg t:d:id ?

N. d:ix-d zg Sidi Âd:i .

A. i mat:a Šm: ? 23

M. ult Tmuli. i mat:a Šm: ?

A. nk:in, Tamarikaniit. 24

25

**

L3.4 Two women going to Âin 1 Luḥ: Independent sentences (2:26)

Each sentence has the verb first, meaning that no special emphasis is placed on any part of the sentence; it simply reports the facts from a neutral observer's viewpoint. These are like the sentences used to describe the two men going to S:uq 1 Lḥd: except that the verb subject prefix is t- (for feminine subject) instead of i-.

Pattern: S repeat (Follow along in the text if you wish.)

1. td:a-d Tmarikaniit s ṭ:umubil.
2. td:a-d Tmaziγt zg Sidi Âd:i.
3. tan:ai Tmarikaniit Tamaziγt.
4. tsl:m Tmarikaniit xf Tmaziγt.
5. tn:a-s Tmaziγt i Tmarikaniit "Ḷ:ah iâun!"
6. tn:a-s Tmarikaniit i Tmaziγt "manig t:auḍ: ?"
7. tsal Tmaziγt Tamarikaniit.
   tn:a-s "mat:a Šm:?
8. td:a Tmarikaniit d Tmaziγt γr Âin 1 Luḥ g ṭ:umubil.

Can you account for the disappearance of the first vowel of Tamarikaniit and Tamaziγt? Check your hypothesis with the rule in S28.5, for regular feminine nouns.

L3.5 Two women going to Âin 1 Luḥ. Narrative (1:05)

The independent sentences could be combined into a connected narrative in several ways. Here is how Buâz:a did it. Listen for the intonation of the linked sentences; notice how the first four are linked by non-final intonation: ~, ~, ~, ↘ .

td:a-d Tmarikaniit s ṭ:umubil, td:u-d Tmaziγt zg Sidi Âd:l , tan:ai-t: Tmarikaniit, tsl:m γifs. tn:a-s Tmaziγt "ṭ:ah lÂaun!" tn:a-s Tmarikaniit, "manig t:auḍ: ?" tsal-t: Tmaziγt, tn:a-s "mat:a Šm: ? d:unt tutmin γr Âin l Luḥ g ṭ:umubil .

For another linking device, compare the first two independent sentences with the corresponding linked sentences. td:a-d and td:u-d both mean "She came." The difference is explained in S16.1.

Compare the direct object in tan:ai-t: "she saw her" with that in ian:ai-t "he saw him." How would you say "She saw him."; "He saw her."?

L3.6 Two women going to Âin l Luḥ. Dialogue, with pauses (1:28)

The dialogue of L3.3 is given on Band 6 with pauses inserted so that you can repeat it. Mimuna, the Tamaziγt woman, speaks first; use her voice as a model.

L3.7 Asking the name of a third person (man or woman) (4:30)

To ask "What's his name?" or "What's her name?" you say mism-n:s? The reply, whether it's a man or a woman, is ism-n:s ________ (Muḥa, or Faḍma, or whatever it is).

In the following sentences Buâz:a asks a series of linked questions, as if he were trying to identify a group of people, perhaps in a photograph:

argaz-a , mism-n:s ?	"This man, what's his name?"
argaz-in:, mism-n:s ?	"That man, what's his name?"

Pattern:		Q repeat	A repeat	Name	repeat
1.		argaz-a , mism-n:s?	ism-n:s	Muḥa.	Muḥa.
2.	i	urgaz-a , mism-n:s?	"	Buâz:a.	Buâz:a.
3.	i	urgaz-in:, mism-n:s?	"	Rḥ:u.	Rḥ:u.
4.	i	urgaz-in:, mism-n:s?	"	Âṣ:u.	Âṣ:u.
5.	i	urgaz-in:, mism-n:s?	"	Mimun.	Mimun.

Here are some women's names:

1.		tamṭ:ut:-a , mism-n:s?	ism-n:s	Faḍma.	Faḍma.
2.	i	tmṭ:ut:-a , mism-n:s?	"	Âiša.	Âiša.
3.	i	tmṭ:ut:-in:, mism-n:s?	"	Iṭ:u.	Iṭ:u.
4.	i	tmṭ:ut:-in:, mism-n:s?	"	Mimuna.	Mimuna.
5.	i	tmṭ:ut:-in:, mism-n:s?	"	Rabḥa.	Rabḥa.

After the conjunction i which links rejoinder questions, the noun takes its dependent form.

L3 CULTURAL NOTES (on tape): dance music of Š:ix Rwiša Muḥmd and troupe (slides 25-26) (4:00)	* 25
Vocabulary: l:a t:šṭaḥnt. "They (f) are dancing." l:a ik:at al:un. "He is hitting the drum."	26 **

L3 APPLICATIONS

a. Use the feminine forms of address if you have the opportunity: greet a group of women or girls (if you are female use Ḷ:ah i âaun!); be able to respond to their greetings. Ask them their identities, using both mat:a šm: and may tmsd; note their responses. Tell them your name and nationality; where you came from; what your city, village, or country is (e.g., tandimt-inu Šikagu).
b. Compose and tell a third-person narrative about two people (identified by name, nationality, or tribe), coming from one place and going to another. Report what each one saw (an:ai); what one asked the other (sal) or told him (ini); where they went, and how ("on foot" is xf iḍarn or iḍar:).

c. Tell a similar narrative about yourself (first person).

LESSON 4 (Reel 4; slides 27-35)

L4 PREPARATION

a. Practice trilling your tongue-tip. If you have trouble, think of a child making car sounds. Practice a flap of the tongue tip against the gum ridge, by saying very rapidly words like "Paddy" or "Biddy."

b. Identify the things named in L4.2, using slide 63. For example ask snât-ii tad:art, saḥa. "Show me house, please."

c. Find the long forms of the prepositions γr "to, toward" and g "in." Find the endings to say "toward you (m or f)"; "to him/her" (see Table 8, S6.2).

d. The pronominal objects of the verb seen so far have been suffixed to the verb: eg. in:a-s "he-said-to-him." Under certain conditions (described in S3.4) these affixes precede the verb: eg. ma-s in:a? "What-to-him-he-said?" i.e. "What did he say to him?" Find the indirect object affixes (in Table 10) to ask "What did he say to you?"

e. Set the projector on slide 27; turn it on for Band 3.

L4.1 Pronunciation practice: the trill or flap r-sounds (4:12)

The letter r stands for a rapid movement or vibration of the tongue tip shared by several Tamaziγt consonants, but altogether unlike American English r-sounds.

Americans must avoid using an American r ([ɚ]) for the Tamaziɣt letter r; the Imaziɣn would simply not hear it as a consonant. Now is the time to get the right habit. A tense r: is a trill; that is, the tongue tip vibrates against the gum ridge: [r̃] . A lax r is a flap; that is, the tongue tip just flicks the gum ridge: [ř]. Listen to Buâz:a produce each kind, between the vowels a__a, and try to reproduce it after him. Then you will hear the correct version again.

Tense trill: ar:a __ __ __ __ (repeat) ar:a __ __ __ __

Lax flap: ara __ __ __ __ (repeat) ara __ __ __ __

Like most consonants produced with the tongue tip, the r-sounds may be pharyngealized. Pharyngealized ṛ's are produced with the tongue root pushed back to narrow the pharynx, as for other pharyngealized consonants. Listen to Buâz:a produce each kind, and try to reproduce it after him. The difference in the vowels will help you hear the pharyngealization.

Lax flap:
pharyngealized iṛi __ __ __ __ (repeat) iṛi __ __ __ __
plain iri __ __ __ __ (repeat) iri __ __ __ __

Tense trill:
pharyngealized uṛ:u __ __ __ __ (repeat) uṛ:u __ __ __ __
plain ur:u __ __ __ __ (repeat) ur:u __ __ __ __

Ask your tutor to pronounce these words:

ṛ	lḥ:ṛam	"the forbidden / le defendu"
r	ara	"lamb / agneau"
ṛ:	bṛ:m	"turn / tourner"
r:	r:zt	"turban / turban"

L4.2 Vocabulary/pronunciation practice: common nouns for objects in Slide 63 (4:10)

These demonstrative sentences identify things commonly seen in Morocco, which will be mentioned in the dialogues of later lessons. Buâz:a gives the sentence twice, then you repeat it. Then he asks the question mat:a uya ? "What is this?" Reply by naming the thing. Then you will hear the correct answer.

S	S repeat	Q	reply	A	repeat
ha	tad:art !	mat:a uya?		tad:art .	(house)
"	taxamt	"		taxamt	(tent)
"	abrid	"		abrid	(road)
"	anu	"		anu	(well)

ha	aga	mat:a uya?	aga	(bucket)
"	argaz	"	argaz	(man)
"	r:st	"	r:zt	(turban)
"	taqb:ut:	"	taqb:ut:	(djellaba)
"	š:l:ala	"	š:l:ala	(basket)

A more complete answer would add aya ; for example, tad:art aya. "It's a house (that this is)."

Both taxamt and axam mean "tent"; the feminine form (starting with t) could refer to a smaller tent (S28.1).

L4.3 Muḥa and Âiša: a family visit. Dialogue *
(slides 27-35) (3:15) 27

A man of the Ait Waḥi tribe is on his way to S:uq l Lḥd:. He passes near his brother's tent and calls out "Good morning!" to his brother's wife Âiša. She replies. They ask each other "How are you?" and each answers labas--that is, "Fine!" Âiša tells him "Come on over." She has her daughter Faḍma spread a place for Uncle Muḥa. He sits down and they resume their exchange of greetings, asking about each other and about their spouses. One way to ask "How are you?" uses the preposition ɣur-, with a different ending for man or woman: -m for a woman, -š for a man: labas ɣurm? to a woman; labas ɣurš to a man. Listen for these words in the dialogue.

M. a ṣbaḥ lxir, a Âiša !

Â. ṣbaḥ lxir, a Muḥa ! 28

M. mam-iga lḥal ? labas ɣurm ?

Â. labas . i šg:, maš-iga lḥal? labas ɣurš ?

M. labas , lḥmdu Ḷ:ah !

Â. iwaʸ aura. zaid ɣr dat. 29

a Faḍma, s:uʸas i âm:im Muḥa ansa ! 30

F. uax:a, a im:a. 31

M. bismil:ah. iwa, mani šm:? id: labas ɣurun? 32

mani argaz-n:m? id: labas ɣurs? 33

Â. labas, lḥmdu Ḷ:ah. mani tamṭ:ut:-n:š? 34

id: labas ɣurs?

M. labas, isal digm lxir. 35
**

labas ɣurs is a prepositional predication (S10), meaning "no-bad by him," or "he's okay." The question form, id: labas ɣurs? has rising pitch like other "yes-no" questions (S32.4).

L4.4 Muḥa and Âiša: a family visit. Independent sentences

Different aspects of the preceding incident are described in the following independent sentences. As before, the first word of the sentence is the verb, and its first letter is the subject prefix: i- for a masculine subject, t- for a feminine subject. Some new verbs:

ik:a-d	"he came by/visited ..."
tγra-s	"she called to him/her"
kšm	"enter"
s:u ansa	"spread (rugs, make a) place (to sit or lie in)"

The speaker, Zaid, is of the Ait Waḥi tribe. (Zaid's name is the same as the verb used in the phrase zaid γr dat meaning "Come forward, join us!") He gives each sentence twice; repeat in the pauses as much as you can of each sentence.

Pattern: S repeat S repeat

1. id:a-d Muḥa γr S:uq l Lḥd:.
2. ik:a-d Muḥa xf uxam n Âiša.
3. tγra-s Âiša i Muḥa.
4. tn:a-s Âiša i Muḥa "kšm!"
5. ikšm Muḥa s axam.
6. tγra-s Âiša i il:is.
7. tn:a-s Âiša i il:is, "s:u^{y} ansa i Âm:im Muḥa!"
8. tn:a-s Faḍmâ i mais, "uax:a."
9. ts:a Faḍma i âṃ:is ansa.
10. iq:ima Muḥa g:^{w}ansa-ns.
11. isiul Muḥa i Âiša.
12. tsal Âiša Muḥa xf tmṭ:ut:-ns.
13. in:a-s Muḥa i Âiša "labas γurs."
14. isal Muḥa Âiša xf urgaz-ns.
15. tn:a-s Âiša i Muḥa "labas γurs."

The prepositional phrase g:^{w}ansa "in (the) place" is a combination of g "in" plus the dependent form of ansa; see S32.1 for the rule combining g and u to make g:^{w}.

The perfect tense stem of some verbs differs from the basic stem form used in the imperative: compare s:u ansa "spread a place!" with ts:a ansa "she spread a place." The verb appears in the lexicon under the basic stem form.

L4.5 Muḥa and Âiša: a family visit. Narrative (1:17)

Here is how Zaid combines the sentences into a connected narrative. Follow along in the book as you listen.

id:a Muḥa γr S:uq l Lḥd:. ik:a xf uxam n Âiša.
tγra-s Âiša, tn:a-s "aura at:kšmd." in:a-s "uax:a."
tγra-s i il:is "a Faḍma! aura, s:uʸas ansa iâm:im!"
td:a-d Faḍma, ts:aʸ ansa i âm:is, iq:im g:ʷarsa.

tsal-t Âiša, tn:aʸas "mani tamṭ:ut:-n:š, id: labas
γurs? in:as "labas." Muḥa nt:a, isal Âiša, in:a-s
"i mani argaz-n:m, id: labas?" tn:a-s Âiša i Muḥa
"labas γurs."

Compare the first two sentences with L4.4; what's different? Zaid used a script for L4.4, but spoke freely in L4.5. What he omitted indicates his personal orientation to the place mentioned. Does he live there or not? Check p. ii.

In aura at:kšmd "Come and enter!" the first word acts like a verb, but it occurs only in the imperative. The second word is a verb phrase (ad + t kšm d) meaning "that you enter."

tn:a-s and tn:aʸas both mean "she said to him/her." See S32.3 for insertion of the y-glide, optional here.

L4.6 Muḥa and Âiša: a family visit. Dialogue with pauses (4:07)

The dialogue between Muḥa and Âiša is now given again, as the speakers originally recorded it. All speakers are of the Ait mgild tribe. Repeat as much as you can of what each person says. Faḍma, the daughter, has only one line: uax:a, a im:a "Okay, Mamma." (The text is in L4.3; you may follow along in the book if you wish.)

L4 CULTURAL NOTES (on tape): Izlan performance by Š:ix Rwiša Muḥmd and troupe (5:51)

Refrain (lγa): a tasa, ha tasa, a il:i, a lmut-inu daha!

First izli:
a tasa, ha tasa, a ua,
  mr s:inx mag izdγ uay nḥub:a,
a tasa, ha tasa, a il:i,
  aya n:a t:az:lad, a ṭ:umubil!

Vocabulary:

lγa	refrain	lmut	death
izli	stanza, verse	daha	here
il:i	my daughter	tasa	liver
ṭ:umubil	automobile	zdγ	dwell

L4 APPLICATIONS

a. Greet people in the morning, or respond to their greetings, with ṣbaḥ lxir; in the afternoon with ms lxir. Greet people you know well, by name, preceded by the vocative particle a. See S13 for other forms of address.

b. After greeting someone, ask how he or she is, and be prepared to answer similar questions. Then ask after the person's collective family: mani ait tad:art-n:š, id: labas yursn ? "How are the people of your house, is there no-bad by them?" Ask after individual members if you know them (but see L10 cultural note).

c. If occasion arises, invite someone to enter, to come forward, to sit down (indicate here: q:im daha!).

d. Continue using mat:a uya to get the names of objects you want to know, and mism-n:s for the names of persons.

FIRST REVIEW (LESSONS 1-4)

A. Pronunciation and recognition

Have your tutor dictate the vocabulary words of L1.1, L1.2, L2.3, L3.2, and the names in L3.7. Cover the text with a card as you write; uncover and correct each word as you complete it. Pronounce it to the tutor's satisfaction, or ask him which sounds you do not make correctly. Identify the sounds which need more practice, and review them.

B. Sentence patterns: identifying things and people

Any thing to which you can point can be identified by:

mat:a uya ?	"What's this?"	A. ____aya.	"It's ____."
mat:a uyin:?	"What's that?"	A. ____ayin:.	"It's ____."

If a person is involved, there are several ways to ask for identity and name. The independent personal pronoun may be used with mat:a "what":

mat:a šg: ?	"What are you (m)?" (šm: "you (f)")
mat:a nitni?	"What are they?"
mat:a tmazirt-n:š?	"What is your country?"

The verb ms may be used in questions (but not in answers):

may tmsd?	"Who are you?" (m or f sg)
mag:ms?	"Who is he?" (< m+ay+ims)
may tms?	"Who is she?"

To ask a name, the specific question is

mism-n:š?	"What is your (m) name?"
mism n tmṭ:ut:-a?	"What's the name of this woman?"
mism u urgaz-in:?	"What's the name of that man?"

C. Sentence patterns: locating things and people.

The pointing demonstrative ha is often used to answer questions about location (with the existential verb ili):

Q.	mani-g tl:a tad:art-n:ǩ?	"Where is your (m) house?"
A.	ha tad:art-inu!	"There's my house!"
or,	tl:a g Midlt.	"It's in Midlt."
Q.	mani-g il:a Muḥa?	"Where is Muḥa?"
A.	ha Muḥa!	"Here/there's Muḥa!"
or,	il:a g tad:art.	"He's in the house."

For the structure of phrases beginning with ha, see S14.

D. Sentence patterns: verbal sentences.

As soon as you know the basic stem of a verb, you can use it in the imperative sg, which has no subject affix:

d:u	"Go!"	q:im	"Sit/stay!"	siul	"Talk!"
kšm	"Enter!"	s:u	"Spread (rugs)!"	ini-i	"Tell me!"

The imperative plurals using the affix are in Table 4, S3.1.

As soon as you know the indicative subject affixes you can use the verb in the perfect or imperfect tense. Some verbs have special stems for perfect tense (see S19.1). Use the above verbs in the perfect, to report on some completed act or accomplished state.

E. Noun form and noun number and gender

The verb's subject affix and the noun subject (if any) agree in number and gender. For this and other reasons it is useful to recognize from the form of a noun whether it is masculine or feminine, singular or plural. You may have noticed that most nouns with initial t are feminine (tautnt), and most nouns with an initial vowel are masculine (autm). More clues are given in S28.

The dependent form of a noun (described in S28.5) is required when the noun is a subject following the verb, and in other cases described in S24. Use the following nouns as subjects in their dependent forms:

taxamt "tent" : tmẓ:ii __________ "The tent is small."

abrid "road" : imẓ:ii __________ "The road is small."

irgzn "men" : kšmn __________ "The men entered."

tiutmin "women" : kšmnt __________ "The women entered."

F. What corresponds to the English verb "be"

The bundle of meanings represented in English by "be" is represented by several different verbs in Tamaziɣt. The verb ili (pf l:i/l:a) has an existential meaning:

Zaid? il:a g tad:art.	"Zaid? He's in the house."
tl:a txamt γr Muḥa.	"There is a tent to Muḥa." (i.e., Muḥa has a tent.)

The verb g (pf gi/ga) can be used with a predicate:

tamṭ:ut:-a , Tamarikaniit ay tga.	"That woman is an American."
md:n-in:, Imaziγn ay gan.	"Those people are Berbers."

But the same verb g used with a direct object complement means "make," "do," or "put":

iga-s taḥṛamiat.	"He did to him a trick."
tga Mimuna aγrum.	"Mimuna made bread."
g-it: da!	"Put it (f) here!"

Stative verbs correspond to English "be" + adjective:

imẓ:ii lâil.	"The boy is small."
tmẓ:ii txamt.	"The tent is small."

G. What corresponds to English articles "a, the"

Instead of definite or indefinite articles, Tamaziγt has other noun modifiers which help to identify the noun's referent. A certain unnamed person or thing is referred to by the numeral "one" (in m or f to agree with the noun):

iut n tmṭ:ut:	"one/a certain woman"
iuk: u urgaz	"one/a certain man"

A completely undefined noun is referred to by the idefinite quantifier Ša "some, any":

Ša n tmṭ:ut:	"some woman" ;	Ša n bnadm	"some person" (son of Adam)
Ša m md:n	"some people"		

The noun so quantified is in a genitive phrase (S27.4).

LESSON 5 (Reel 5; slides 36-43)

L5 PREPARATION

a. What part of your tongue is raised for the l in "law"? Compare the l in "law, Lou, Lee." Try raising the tip only and saying "leeleelee...," producing a front l, which you need for Tamaziγt. Make a front l in "law, Lou."

b. Review the dependent forms of nouns beginning with t in S28.5; use the dependent form of tarbat: "girl" in iut n ________ "a girl."

c. Compare the genitive particle meaning "of" in S:uq l Lḥd:, Âin l Luḥ, s:uq n Xnifra, tandimt n Midlt. Why is it sometimes l ? Check your hypothesis in S27.3.

d. Some verbs can have a sentence as a complement, in place of a direct object; see an example in S5.2.

e. Find the reciprocal form of sal "ask" and its intensive stem; do the same for sl:m "greet." See S20.2 for special requirements of reciprocal verbs as to subject.

f. Review the intensive aspect of the verb (S3.3) and how to tell whether an intensive verb phrase has past or present meaning.

g. Find the perfect stem of the verb af "find." How does its vowel pattern differ from d:u "go"?

h. Set the projector at slide 36; turn it on for Band 7.

L5.1 Pronunciation: l sounds (books closed) (3:35)

Americans learning Tamaziɣt need to make their l-sounds with the tongue tip further forward than for English. Pronounce the tense l: with a firm contact of the tongue tip against the upper teeth. Listen to Buâz:a pronounce these words.

Pattern: W W repeat W **W**

il:i	"my daughter"	(tense l:)
ali	"go up, arise"	(lax l)

The pharyngealized ḷ, ḷ: , like other pharyngealized consonants, are produced with the tongue root pushed back to narrow the pharynx, and this movement affects the neighboring vowels, of course. See if you can detect its presence or absence in these words.

ḷaẓ	"hunger"	(pharyngealized ḷ)
la	"no"	(not pharyngealized l)
uḷ:ah	"By God!"	(pharyngealized tense ḷ:)
ul:i	"ewes"	(not pharyngealized, but tense l:)

In some areas, for example around Âin l Luḥ and S:uq l Lḥd:, the lax l is pronounced without complete closure; it becomes a fricative, [ɬ] (a non-grooved apico-alveolar fricative). Mimuna has this sound: ult Tmuli.

L5.2 Asking someone the name of a third person (boy or girl)-- continued from Lesson 3 (3:00)

Here are more personal names, in response to Buâz:a's questions. He asks first: "This boy, what's his name?" lâil-a means "this boy"; lâil-in: is "that boy." Repeat the question and the answer, then give the name by itself.

Pattern:	Q repeat	A repeat		Name repeat
6.	lâil-a, mism-n:s?	ism-n:s	Ḥusa.	Ḥusa.
7.	i lâil-a, mism-n:s?	"	Yusf.	Yusf.
8.	i lâil-in:, mism-n:s?	"	Qs:u.	Qs:u.
9.	i " "	"	Ḥd:u.	Ḥd:u.
10.	i " "	"	Ḥmidu.	Ḥmidu.

Now Buâz:a asks about this girl and that girl. "Girl" is tarbat:. Can you say "this girl" in Tamaziγt?

6.	tarbat:-a, mism-n:s?	ism-n:s	Hn:u.	Hn:u.
7.	i trbat:-a, mism-n:s?	"	γnima.	γnima.
8.	i trbat:-in:, "	"	Rq:iya.	Rq:iya.
9.	i " "	"	Zhra.	Zhra.
10.	i " "	"	Xj:u.	Xj:u.

L5.3 Using noun possessive ending, addressing m or f (0:54)

Here's a short test. Can you use the right ending for the noun ism "name," when you speak to a man and to a woman? (Cover the answers in the book).

Man: Ask me my name. ________mism-n:š? ______mism-n:š?

Woman: " " " " ________mism-n:m? ______mism-n:m?

L5.4 Genitive phrase: assimilation of genitive n to l (3:20)

You may have noticed that the genitive particle n which occurs in noun phrases such as tandimt n R:bad "city of Rabat" does not show up in all genitive phrases. For example, in S:uq l Lḥd:, it has changed to an l, because the next noun begins with a lax l. Lḥd: means the first day of the week, which is Sunday. Besides changing to l, various other things happen to the genitive n, depending on the beginning of the following noun. Close your book now to practice the change of n to l before l-nouns. First you will hear the English phrase; try to say it in Tamaziγt. Then you'll hear Buâz:a give the right phrase; repeat it and listen again to correct yourself.

Pattern: English produce	Phrase repeat	Phrase repeat
"country of America"	tamazirt n Marikan	
"country of Morocco"	tamazirt l Lmγrib	
"map of America"	lxariṭa n Marikan	
"map of Morocco"	lxariṭa l Lmγrib	
"market of Sidi Âd:i"	s:uq n Sidi Âd:i	
"market of Sunday"	s:uq l Lḥd:	

L5.5 Zaid and Buâz:a episode 1: Two strangers meet on the way to the market. Independent sentences (3:10)

These sentences are called independent because each sentence contains all the parts needed for its interpretation; it does not depend on preceding context, as do sentences that are linked together in connected discourse, such as a narrative, or a conversation.

The sentences describe what occurs in the first episode of the Zaid and Buâz:a story. Briefly, it is this: Buâz:a, a young man from Ait Ây:aš, is walking to S:uq l Lḥd:. Along the road he meets a stranger, Zaid. They greet each other (the verb for greet is sl:m). They ask each other where they are going (the verb for ask is sal), and since Zaid too is going to S:uq l Lḥd:, they go together (the verb meaning to accompany someone is mun). They find out what tribe the other is from.

As Buâz:a reads each sentence, you may follow along in the book if you wish, or just listen. After each sentence there is a slight pause to allow you to repeat the sentence.

Pattern: S repeat

1. iufa-d Buâz:a Zaid g:ʷbrid n S:uq l Lḥd:.
2. isl:m Zaid xf Buâz:a .
3. isl:m Buâz:a xf Zaid .
4. imsl:am Zaid d Buâz:a .
5. isal Zaid Buâz:a , in:a-s , "manig t:auḍ: ?"
6. in:a-s Buâz:a , "S:uq l Lḥd:."
7. ira Zaid ag:ʷd nt:a ad id:u γr S:uq l Lḥd:.
8. imun Buâz:a d Zaid γr S:uq l Lḥd:.
9. l:a it:msal Buâz:a d Zaid.
10. Buâz:a u Ây:aš ag:a . (ag:a < ay i-ga)
11. Zaid nt:a , u Myil: ag:a .

To make sentence 6 completely independent, add the indirect object phrase: in:a-s Buâz:a i Zaid, ... "Buâz:a said to Zaid..."

L5.6 Zaid and Buâz:a episode 1. Narrative (1:34)

Now Buâz:a recounts a narrative based on the same episode. Notice how the connected discourse differs from the independent sentences. As you listen, you may follow a along in the text if you wish. After you have heard the narrative, you will hear the actual dialogue between Zaid and Buâz:a, and see some of the scenes on slides.

iufa-d Baâz:a Zaid g:^{W}brid n S:uq L:ḥd: . msl:amn , isal Zaid Buâz:a mani-zg d-id:a . in:a-s Buâz:a , "zg Midlt ." isal-t altu Zaid manig it:auḍ ; in:a-s Buâz:a , "Suq l Lḥd: ." Zaid ag:^{W}d nt:a ira ad id:u γr S:uq l Lḥd: . imun Zaid d Buâz:a ar t:msal: ma-zg gan. Buâz:a u Ây:aš ag:a , Zaid nt:a u Mgil: ag:a .

Note the linking devices in this narrative: pronoun affixes in later sentences refer back to nouns in earlier sentences (see S18), and a linking verb phrase prefix is used (ar instead of l:a; cf. sentence 9 in L5.5 with the corresponding sentence of the narrative). Find the noun referred to by pronominal affix in these phrases:

msl:amn	"they mutually greeted..."
isal-t altu Zaid	"Zaid asked him also..."
in:a-s Buâz:a	"Buâz:a said to him..."

L5.7 Zaid and Buâz:a episode 1. Dialogue (slides 36-43) (1:40)

* 36

If you have understood some of the preceding narrative you will have some idea of what Zaid and Buâz:a are saying to each other in the following dialogue. The slides that accompany the dialogue will illustrate the episode. In the next lesson, after you have had time to study the text, you will hear the dialogue again and have an opportunity to repeat it. Now close the book and listen as Buâz:a, the younger man, comes along the road toward Zaid, who speaks first.

Synopsis: id:a-d Buâz:a g:^{W}brid n S:uq l Lḥd:.
iaf-d Zaiḍ, iq:ima tama ubrid.

Z. s:alamu âlikum ! 37
B. âlikum s:alamu , rḥmatu Ḷ:ah .
Z. (a) ma zg t:d:id? 38
B. d:ix-d zg Midlt .
Z. (i) manig t:auḍ: ? 39
B. S:uq l Lḥd:. i šg: , manig t:auḍ: ?
Z. awd nk: , S:uq l Lḥd: .
B. anmun ? 40
Z. uax:a , anmun. (i) mat:a šg: ? 41
B. nk: , u Ây:aš ay gix . i šg: ? may tmsd?
Z. (nk:in) u Mgil: . 42

B. yaḷ:ah , k:rax and:u . 43

Z. bismil:ah . **

Words in parentheses are omitted in either the slow version or the normal version.

When Buâz:a says "Come on, let's get up and go!" he uses the hortatory ending, -ax, with the imperative singular verb k:r. If he were speaking to more than one person he would use -ax with the imperative plural: k:rat-ax!

anmun "Shall we go together?" has the imperfect tense prefix ad, which loses its d before the n subject affix.

L5 CULTURAL NOTES (on tape): Radio broadcasts: news song dedications (slides 44-45) (9:45)] Vocabulary: * 44

r:adiu	"radio"
lxbar	"news"
lxbar iaḍnin	"other news"
timizar n Friqiya	"countries of Africa"
dahah d R:ibaṭ:	"here is Rabat"
Bl Lγazi Bn Nȧsr	A popular musician (plays violin)
Ḥamu Bl Lγazid	A popular musician and poet
Xnifra	A large market-town
laḥbab-ns	"his/her family, closest friends"
aiṫ uxam-ns	"people of his/her tent"(=family)
Mimun u Tuḥam	A popular musician
bu-ṭ:aksi	"owner/driver of taxi"
tnγid-ii	"you kill me"
tâmid-ii	"you blind me"
a d:u-d a gma γuri	"Come, brother, to me." 45 **

L5 APPLICATIONS

a. Use the verb g "do" to find other verbs. Eg. sit down, then ask someone may gix "What did I do?" (Answer: tq:imd "You sat down.") Ask someone what he or she just did, using the perfect tense: may tgid? (Answer: q:imx. "I sat down.") Or, ask someone what some third person has done:

may tga tmṭ:ut:-in:? "What did that woman do?"
mag:a urg̣az-a ? "What did this man do?"

To ask about action in progress, use the intensive stem: ma da it:g:a Rḥ:u ? "What's Rḥ:u doing?"
l:a it:g:a aṫ:ag. "He's making tea."

Find the verbs for "stop/stand still," "go out," "eat," "drink," "get up (from sitting);" "go up (stairs or hill)," and any others you want to know. Use the slides.

b. Retell the narrative in L5.6 from the point of view of someone who doesn't know Zaid by name. You can refer to him as iuk: urgaz "a man," argaz-n:a "that man," etc. Add that Buâz:a asked this man his name, and he said it was Zaid.

c. Retell this narrative or a similar one about two women. (To be sure you have the right subject markers and the right dependent forms for the nouns, write it out for correction by the tutor.)

d. Ask someone what the news is (mat:a lxbar?) Listen to a newscast; try to recount what it is about. "He talked about..." is isiul xf ______" (or while it's in progress, l:a is:awal xf ______) something -- for example the conditions of the roads: lḥalt ibrdan.

e. Ask an acquaintance to go with you somewhere; eg. anmun γr s:inima? or to the cafe: anmun γr lq:hua? or to a shop: γr ṭhanut? Be able to answer such an invitation: uax:a "okay"; la, ur sulax "No, I'm not free"; yaḷ:ah "Let's go!"

f. Use the hortatory ending -ax to urge a joint action: "Let's get up and go!" k:rax and:u; q:imax "let's stay"; siulax "Let's talk."; etc.

LESSON 6 (Reel 6; slides 36-45)

L6 PREPARATION

a. Review the sounds of L2.1 (g: g k: k) and try pronouncing them with your lips rounded: g:^{W} g^W k:^{W} k^W.

b. Study the three versions of the first episode of Zaid and Buâz:a. Identify words that are not clear from the context. Wait until L6.2 to pronounce the dialogue.

c. Review general ("yes-no") questions in S12.1; then turn to L6.4 and uncover the text a line at a time. When you understand the questions and know the answers, you are ready to pronounce them with the aid of the tape.

d. Find the numbers 1 to 3 in both masc and fem forms in S27.4; use them in phrases like iut n trbat: "a girl," sin w:usan "two (of) days," etc.

e. Find the dependent forms of as: "day," as:a "today."

f. Find the causative verb based on ni "mount, get in." Use it to say "He gave a ride to a man" (literally, he caused him to mount).

g. See the example of verb participles in S21, from L6.7.

h. Set the projector on slide 36; turn it on for Band 3.

L6.1 Pronunciation: labialized consonants (3:00)

A raised ^{W} is used with the letters g and k to represent labialization, that is, lip-rounding. Although the raised ^{W} follows the g or k for convenience in typing, the lip-rounding it represents occurs simultaneously with the constriction inside the mouth. Often it sounds as if there were a short vowel ^{u} just before a labialized consonant: ^{u}g^{W}. Round your lips as you start to pronounce these consonants. (Examples for the tutor to pronounce are not on tape.) Here are Buâz:a's examples:

Pattern: Ca___ ___ ___ ___ repeat Ca ___ ___ ___ ___

The tense labialized g:^{W} is a stop: g:^{W}a___ ___ ___ ___

(eg. tadg:^{W}at: "evening / le soir")

The lax labialized g^{W} is a fricative: g^{W}a ___ ___ ___ ___

(eg. tig^{W}m:a "settlement (inhabitants related)"

The tense labialized k:^{W} is a stop: k:^{W}a___ ___ ___ ___

(eg. nk:^{W}ni "we, us / nous")

The lax labialized k^{W} is a fricative: k^{W}a ___ ___ ___ ___

(eg. k^{W}n:i "you-all / vous")

Note: Some speakers also labialize x, γ, or q in some words, without making any difference in meaning.

L6.2 Zaid and Buâz:a episode 1. Dialogue (pauses) (5:37)

Now that you have had time to study the different accounts of this episode, you are ready to participate in it yourself by taking the role of Zaid, or Buâz:a, or both. In this recording of the episode, they paused between phrases long enough to allow you to repeat their words. You may follow along in the book if you wish, or just listen and repeat. After this rehearsal you will once again see the slides and hear the dialogue at normal speec with a better understanding of what is going on. (Turn to p. 34 for the text.)

L6.3 Zaid and Buâz:a episode 1. Dialogue (slides 36-43) (0:56)

* 36

Now close your books and join in as much of the conversation as you can, while Zaid meets Buâz:a on the road to S:uq l Lḥd:. (Note the gestures so that you could act one of the parts.)

44 **

L6.4 Querying a proposition: "yes-no" questions (3:15)

Questions that begin with is are the easiest kind. They can be answered simply by yes or no. 'Yes' is iih. 'No' is la. Buâz:a first asks the question at normal speed, then slowly. At this point, answer if you can. If you can't, just repeat the question. Then he gives the full correct answer, first at normal speed, then slowly. Repeat the full answer. The first sentence is an example.

Pattern: Q (fast) Q (slow) answer or repeat
A (fast) A (slow) repeat

(Eg.) 1. is iufa Buâz:a Zaid g:^{W}brid ?
iih , iufa Buâz:a Zaid g:^{W}brid .
2. is isl:m Buâz:a xf Zaid ?
iih , isl:m Buâz:a xf Zaid .
3. is d-id:a Buâz:a zg Midlt ?
iih , id:a-d Buâz:a zg Midlt.
4. is imun Zaid d Buâz:a ?
iih , imun Zaid d Buâz:a .

The d of proximity in is d-id:a precedes the verb because is is one of the particles that cause any movable affix (S3.4) to move ahead of the verb.

L6.5 Counting with Arabic cardinal numbers 1-10 (1:50)

Tamaziγt speakers use the Arabic numbers exclusively for four on up, but they use both Tamaziγt and Arabic words for one, two, and three. For such functions as counting and bargaining, most people use only Arabic numbers, including 1, 2, and 3. Here are the Arabic numbers 1 through 10 as pronounced by Buâz:a. First he gives them slowly, with pauses for you to repeat, and then quickly with no pauses.

Pattern: English number -- Arabic number -- repeat

1. waḥd
2. žuz
3. tlata
4. rbâa
5. xmsa
6. st:a
7. sbâa
8. tmania
9. tsâud
10. âšra

L6.6 Names of the days of the week (4:36)

Names of the days of the week in Tamaziγt are Arabic loan words. They all begin with the Arabic definite article al- which gets borrowed into Tamaziγt as an l together with many Arabic words. Every day but Friday is actually an ordinal number in Arabic; that is, Sunday is literally "the first," Monday "the second." The word for Friday is related to the verb žmâ, meaning "gather"; people gather at the mosque on Friday for communal prayers.

Listen the first time through as Buâz:a names the days starting with the first, Sunday. The second time through he pauses for you to repeat.

Lḥd:	Ltnain	Ltlata	Larbâ	Lxmis	Ž:imuâa	S:bt
Sunday	Monday	Tuesday	Wed.	Thurs.	Friday	Sat.

The word for "day" is as:. "Today" or "this day" is as:-a (= as:a). To ask what day it is, use mat:a :

mat:a uas:a? -- mat:a uas:a ?

On a Tuesday the answer would be: as:a Ltnain.

Here's the question and answer again, followed by a series of questions asking about tomorrow; the day after tomorrow; yesterday; and the day before yesterday. Given the answers, you can determine the meaning of the questions. Practice saying both the questions and the answers. In the next lesson you will be required to produce these same questions. (Words in parentheses are not on tape.)

Pattern: Q repeat Q repeat A repeat A repeat

mat:a uas:a?	as:a Ltnain.
i uask:a ?	(ask:a) Ltlata.
i uad-izri-uask:a ?	(ad-izri-uask:a) Larbâ.
i uas:n:aṭ: ?	(as:n:aṭ:) Lḥd:.
i isl:id ?	(isl:id) S:bt.

L6.7 S:uqs of the Middle Atlas (slow speech) (3:42)

Remember the incident in Lesson 2, where a man from Midlt hitched a ride with an American man driving to S:uq l Lḥd: ? In such a situation, the American might ask his passenger questions as they rode along, and get some information about the area they are in.

This band is the first of six such questions and answers. The driver is played by David Hofstad, an American, who has had an 8-week intensive course in Tamaziɣt. His name in Tamaziɣt is Daud. The hitchhiker, whom we'll call Ḥmidu, is played by Buâz:a. Daud's first question is about the local markets, or s:uqs. A s:uq is an important event in daily life; every town or village has its s:uq on a given day of the week. The merchants come and set up their tents in the s:uq place and sell their wares; the local people come to buy and to sell their products.

Daud asks Ḥmidu politely to tell him please what are the s:uqs that are in this area. He explains that he has come from Rabat and doesn't know this country. Ḥmidu replies that the s:uqs are plentiful; the big one is Xnifra, on Sunday. He names others, giving the place and the day of the week for each, and concludes "Each tribe has its s:uq."

Now listen to the incident read very slowly. Buâz:a begins with a brief synopsis to set the scene. Follow along in your books.

Synopsis: Id:a-d iuk: Umarikani s ṭ:umubil zg R:baḍ, isni iuk: Umaziγ ; ibdu ar t-it:sal . isal-t xf laswaq l Laṭlas :

Daud: iniYi , saḥa , mat:a nitni laswaq n:a il:an g lžwayh-a ? nk:, d:ix-d zg R:baḍ , ur s:inx tamazirt-a .

Ḥmidu: âd:an laswaq -- s:uq axatar, Xnifra , as: l Lḥd: ; s:uq Uẓṛu , as: l Ltlata ; s:uq l Lḥažb , as: l Ltnain ; s:uq n Âin l Luḥ , as: l Lxmis ; s:uq n Sidi Âd:i, as: n S:bt ; s:uq n S:uq l Lḥd: , as: l Lḥd: . k:u taq:bilt s s:uq-ns .

L6.8 S:uqs of the Middle Atlas (normal speech) (1:43)

Here is the same incident you heard given very slowly in the preceding reel. This time it is given at normal speed. Listen with your books closed to see how much you can understand. The verb for "be plentiful" is âd:u, and so "They are plentiful" is âd:an.

L6 CULTURAL NOTES (on tape): Izlan, Š:ix Mimun u Tuḥam and Š:ix BIL γazi Bn Nasr (slides 44-45) (3:15)

Refrain (lγa): a gma, tâmid-i, a ua, tnγid-i,
a d:u-d a gma γuri!

(The full text and translation are given in African Language Studies Vol. XII, pp. 60-61 (1971).)

* 44
45 **

L6 APPLICATIONS

a. Ask someone to tell you what are the cities of Morocco; what is the big city (tandimt taxatart); what are the villages of this area; what are the great musicians in this area. (Since ṣ̌iux ixatarn could also mean "great personages," add "of izlan" or "of luṭar.")

b. Ask "yes-no" type questions about anything you wish to verify. Practice by transforming the statements in L5.5 into questions by the rules in S12.1.

c. Practice the days of the week in relation to these terms:

isl:id	as:n:aṭ:	as:a	ask:a	ad-izri-uask:a
DAY BEFORE	YESTER-DAY	TODAY	TO-MORROW	DAY AFTER

Make a card with this spacing and lay it over the names of days of the week, in L6.6.

d. Re-enact the Zaid and Buâz:a episode or one like it. Ask your tutor to be/do Buâz:a: at:gd Buâz:a? (< ad t-g-d); tell him you will be/do Zaid: ad gx Zaid.

e. Count to ten, using Arabic numbers. Count people (mid:n) in a group, using Berber numbers 1-3 (S27.4).

LESSON 7 (Reel 7; slides 46-55)

L7 PREPARATION

a. Identify meanings of nouns in 7.1 by asking "What is ____" using the verb g. Eg. mag:an ṣ:iniya? (< may i-ga-n) Which of the nouns have the form of Arabic loan words (S28.7)?

b. The dependent forms of aga "bucket," anu "well," and aman "water," all begin with ua- . See S27.3 for how this is affected by the genitive particle.

c. The perfect tense is often translated by the English present; eg. s:nx Âq:a "I know Âq:a," has the perfect tense s:n of the verb isin. See the note in S3.2.

d. See the example of an indirect object phrase in S5.1; substitute an IO pronoun for the IO phrase. Where would the pronoun go in the following sentence:

in:a-s Zaid i Buâz:a ad ___ ibl:γ ____ s:lam

"Zaid said to Buâz:a to convey greetings to him."

Check your answer with the sentence near the end of L7.5.

e. The interrogative particle is has a variant form id: before what kind of sentences? See S12.1.

f. Form a negative sentence corresponding to iq:im utfl g tmazirt n Buâz:a. "Snow remained in Buâz:a's country," by rules in S11. Check the result with sentence 3 in L7.4.

g. Set the projector on slide 46; turn it on for Band 1.

L7.1 Words for tea things; nouns of Arabic origin (slides 46-48) (3:30)

* 46

Here is a set of words for items used in making tea, a common custom throughout Morocco. As you learn each word, notice from its beginning whether it's an Arabic loan word or a native Tamaziγt noun. Buâz:a gives the word twice in a demonstrative sentence; repeat it. Then he asks "What's this?" Answer with the name of the item. Then you will hear the correct name. All nouns have their independent forms in these sentences.

Pattern: S S repeat	Q reply	A repeat	
ha ṣ:iniya !	mat:a uya?	ṣ:iniya .	
ha lkisan !	mat:a uya?	lkisan .	
haγabr:ad !	mat:a uya?	abr:ad .	47
ha z:if !	mat:a uya?	z:if .	

na tabr:at: !	mat:a uya?	tabr:at:	
ha s:k:^{W}ar !	mat:a uya?	s:k:^{W}ar .	48
haYat:ag !	mat:a uya?	aṭ:ag	49 **

Because lkisan "glasses" is a recent loan word, its k may be pronounced as a stop or a fricative (but not as a tense stop k:).

L7.2 Dependent forms of the noun in a genitive phrase (4:52)

One of the places where a noun takes its dependent form (if it has one) is in the genitive phrase, where it modifies a preceding noun, as in "the country of America" _______ tamazirt n Marikan, or "the country of Morocco" _______ tamazirt l Lmγrib. The genitive particle n isn't always present, so the relationship between the two nouns is sometimes only indicated by the second one being in its dependent form, as in "the name of the man" _____ ism urgaz.

You can probably see just what kind of nouns don't have the genitive particle n before them, by looking at the following examples as given in your book, or just by listening to how the dependent noun begins. I will give the English meaning of the phrase, and the independent form of the noun. Then Buâz:a will give the genitive phrase twice, with pauses for you to repeat it after him each time.

Pattern: Tamarikanit : Amaziγ:

Phrase	Word	NP	repeat	NP	repeat
road of Âin l Luḥ	Âin l Luḥ	abrid	n Âin l Luḥ		
road of Aẓṛu	Aẓṛu	abrid	Uẓṛu		
name of the woman	tamṭ:ut:	ism	n tmṭ:ut:		
name of the man	argaz	ism	urgaz		
handle of the jug	tabr:at:	afus	n tbr:at:		
handle of the teapot	abr:ad	afus	ubr:ad		
handle of the basket	Š:l:ala	afus	n Š:l:ala		
handle of the bucket	aga	afus	w:aga		
glass of Coca Cola	kuka	lkas	n kuka		
glass of water	aman	lkas	w:aman		
the bucket of ÂiŠa	aga	aga	n ÂiŠa		
the bucket of the well	anu	aga	w:anu		
herder of goats	tiγṭ:n	amksa	n tγṭ:n		
(Not on tape:)					
herder of sheep	ul:i	amksa	w:ul:i		
kilogram of tomatoes	m:atiŠa	kilu	n m:atiŠa		
kilogram of butter	udi	kilu	w:udi		

The meanings and forms of the genitive phrase are discussed in S27.2 and 3.

L7.3 Days of the week; yesterday, today, tomorrow (3:51)

Suppose that today is Wednesday. When Buâz:a asks what day it is, answer him. Then you will hear the correct answer; repeat it.

mat:a uas:a ? __________ as:a Larbâ .
Now tell him what day tomorrow is:__ ask:a Lxmis.
and day-after-tomorrow?__________ ad-izri-uask:a Ž:imuâ
and yesterday?__________ asn:aṭ: Ltlata
and day-before-yesterday?__________ isl:iḋ Ltnayn.

In Buâz:a's answers, the nouns for today, tomorrow, etc. had their independent forms. When you use them to ask the questions, you must change these nouns to their dependent form after mat:a. Try now to ask the questions; Buâz:a will give the correct form of the question after you have had time to try to say it.

"What is today?" __________ mat:a uas:a? __________
and tomorrow? __________ i uask:a ? __________
and day after tomorrow? ____ i uad-izri-uask:a ? ____
and yesterday? __________ i uas:naṭ:? __________
and day before yesterday?____ i isl:iḋ ? __________

These questions were linked in a series by the special question-linking conjunction i. To make any one of them an independent sentence, you simply substitute mat:a for the conjunction i . The noun still has its dependent form, of course. How would you say "What's tomorrow?"
__________ If you said mat:a uask:a , you're right.

L7.4 Zaid and Buâz:a episode 2: Getting acquainted. Independent sentences (3:52)

These independent sentences relate to the topics that Zaid and Buâz:a discuss just after meeting for the first time. In the first episode they found out what tribe the other was from. This time they talk about where Buâz:a is from, when he came from there, and whether the snow (atfl) has melted there yet. They discover that Zaid has a friend in Midlt, of the Ait Izdg tribe. The word for friend is amd:ak^{W}l. They find out further that Buâz:a's father knows Zaid's friend, and also that Zaid knows Buâz:a's father. The verb "to know" has the form isin in the dictionary; here it has the form s:n. Zaid sends greetings to his friend. To send greetings to someone is bl:y sl:am .

Now listen to the sentences and try to repeat them during the pauses. You may follow along in the book if you wish.

1. id:a-d Buâz:a zg Midlt .
2. id:a-d Buâz:a as:a .
3. ur lq:im utfl g tmazirt n Buâz:a .

4. ifsi utfl g tmazirt n Buâz:a.
5. is:n Zaid iuk: urgaz g Midlt.
6. il:a iuk: umd:ak^{w}l γr Zaid g Midlt.
7. amd:ak^{w}l n Zaid, u Izdg ag:a .
8. amd:ak^{w}l n Zaid, ism-ns Âq:a n Hn:u .
9. is:n Buâz:a amd:ak^{w}l n Zaid .
10. b:as n Buâz:a, ism-ns Ḥd:u n Bn Nasr .
11. is:n Zaid Ḥd:u n Bn Nasr .
12. Âq:a n Hn:u, amd:ak^{w}l n Ḥd:u n Bn Nasr ag:a .
13. ibl:γ Zaid s:lam i Ḥd:u n Bn Nasr.

L7.5 Zaid and Buâz:a episode 2. Narrative (3:05)

Now Buâz:a narrates the events of the second episode, from the point of view of an observer, a third person. Since most of what happens in this episode is conversation aimed at getting acquainted, the verbs for "ask" and "say" are used frequently. The verb for "ask" is *sal*. The verb for "say" is *ini* in the lexicon, but here it has the form *n:a*. The word for "name," *ism*, also occurs several times in the possessive form: for example *ism-ns* "his name."

Now, follow along in the text if you like; also, either listen for comprehension without repeating, or if you like, repeat.

isal Zaid Buâz:a id: zg Midlt ay d-id:a. in:a-s Buâz:a , "iih." isal-t Zaid , in:a-s , "milmi ?" in:a-s , "as:a ." isal-t Zaid is il:a ša utfl γursn . in:a-s Buâz:a ur iq:im , ifsi . isal Buâz:a Zaid is is:n Ša m md:n g Midlt. in:a-s Zaid il:a γurs iuk: umd:ak^{w}l-ns, u Izdg, ism-ns Âq:a n Hn:u . in:a-s Buâz:a is:n Âq:a n Hn:u, âla ḥq: amd:ak^{w}l n b:as ag:a . isal-t Zaid xf iism n b:as . in:a-s Buâz:a Ḥd:u n Bn Nasr . in:a-s Zaid is:n-t , in:a-s i Buâz:a ad as-ibl:γ s:lam . isal-t Buâz:a xf iism-ns , in:a-s ism-ns Zaid, in:a-s nt:a ism-ns Buâz:a .

L7.6 Zaid and Buâz:a episode 2. Dialogue (slides 49-55) (2:23)

* 49

Here is the dialogue on which the preceding narrative was based. In the first episode, Zaid and Buâz:a identified each other's tribal origins; now they are looking for mutual acquaintances, and finally they ask each other their names.

Now close your book and watch the slides as you listen to the dialogue, introduced by a brief synopsis.

Synopsis: id:a-d iuk: u Mgil: γr S:uq l Lḥd: ,
iǯmaâ d iuk: u Ây:aš g:^{w}brid, ar t:msal:, ar
t:mšfan inγmisn . 50

Z. zg Midlt ay t:d:id ?
B. iih , d:ix-d zg Midlt.
Z. milmi ? 51
B. d:ix-d as:a .
Z. is il:a ša utfl γurun ?
B. ur iqim , ifsi . is ts:nd ša m md:n g Midlt ? 52
Z. il:a γuri iuk: umd:ak:^{w}l-inu dis: .
B. mat:a nt:a , mag:ms ?
Z. iuk: u Izdg .
B. mism-ns ?
Z. Âq:a n Hn:u . 53
B. ṣafi , ṣafi , s:nx-t. s:nx Âq:a n Hn:u .
amd:ak^{w}l n ib:a ayn:a .
Z. iaš ! i mism n ib:aš ? 54
B. ism-ns Ḥd:u n Bn Nasr.
Z. s:nx-t ! iwa , bl:γ-as s:lam . 55
B. mism-nš bâda ?
Z. Zaid . i šg: , mism-nš ?
B. Buâz:a . **

L7 CULTURAL NOTES (on tape): Radio broadcasts: news of roads, Africa; aḥidus (6:10) Vocabulary:

lḥalt ibrdan	the condition of the roads
iḅ:i ubrid	the road is cut (blocked, closed)
abrid axatar	main road
abrid amẓ:ian	small road
xmsa u sṭ:in	five and sixty (= 65)
listiqlal	independence
š:rq lârab	the Arab East
lḥukuma	government
r:ais	president
ž:mhuria	republic
aḥidus	traditional circle dance and singing; occasions for doing it

L7 APPLICATIONS

a. You can now get definitions of words by asking "What is/does so-and-so?" eg. mag:an ṣ:iniya? The response is likely to define the function of the thing named, using an intensive verb phrase. Eg.: ṣ:iniya? l:a γifs nsrusa lkisan.--"Tray? On it we set glasses." Ask for definitions of lbiru; Š:l:ala; s:uq; taq:bilt; iγs.
b. Make a table of the Arabic number-words using these headings:

	Day	Hour	Number	+ ten	x ten	Hundreds
1	Lḥd	luḥda	waḥd	ḥḍaâš:	âšra	miya
:						
5.	Lxmis	lxmsa	xmsa	xmsṭaâš:	xmsin	xms' miya

Fill it in as you discover the words. To get the time of day, ask: Šḥal g ts:aât: "How much in the watch?" (See L14 CN for other time systems.)
c. Practice making verbal statements into questions by applying the rules in S12.1 to the sentences of L7.4. Remember to move the movable affixes to precede the verb after is.
d. Practice making negative verbal statements or questions, by applying the rules of S11 to the sentences of L7.4. Remember to move the movable affix to precede the verb, and to change the perfect tense stems to negative perfect (see Table 9 in S19). Have your tutor correct the sentences.
e. You can answer any question with "I don't know."--ur s:inx. If you want to know, ask: iniYi, saḥa.--"Tell me, please."

LESSON 8 (Reel 8, slides 49-56)

L8 PREPARATION

a. Read the dialogue of L7.6 for comprehension; look up or ask about new words before you pronounce them in L8.1.

b. Test your understanding of the questions in L8.3. In the second Q and A, Buâz:a said Xnifra but meant Midlt.

c. Add the numbers 11-20 to your table of Arabic numbers, noting how they are formed from the numbers 1-10.

d. Set the projector at slide 49; turn it on for Band 2.

L8.1 Zaid and Buâz:a episode 2. Dialogue, pauses (3:32)

Here the dialogue is spaced out so that you can repeat the sentences spoken by Zaid, or Buâz:a, or both. Here again the dialogue is preceded by a short synopsis. Follow along in the book if you wish (the text is in L7.6).

L8.2 Zaid and Buẑz:a episode 2. Dialogue (slides 49-55) (1:35)

* 49

Close your book and see if the gestures and facial expressions of the characters add to your understanding of the dialogue. After this there will be questions to answer.

56 **

L8.3 More "yes-no" questions and answers (7:53)

These are is questions, which can be answered simply to "yes" -- iih, or "no" -- la . A full negative answer includes la plus the negative form of the queried proposition. In addition, the speaker may offer the correct information. This is what Buẑz:a does for the first four questions here.

As before, he gives the question at normal speed, then slowly. At this point, answer iih or la , if you understand the question. If not, just repeat the question. Then listen to the negative response -- fast, then slow -- and repeat it; then do the same for the correct information. The first sentence is an example.

1. is d-id:a Buẑz:a zg Xnifra?

   la , ur d-id:i Ša Buẑz:a zg Xnifra .

   Mídlt a-zg d-id:a Buẑz:a .

2. is d-id:a Buẑz:a zg Xnifra iḍl:i ? (Note: he meant Midlt)

   la , ur d-id:i Ša Buẑz:a zg Xnifra iḍl:i .

   as:á ay d-id:a .

3. is il:a Ša utfl g:ʷbrid ?

   la , ur il:i Ša utfl g:ʷbrid .

   ifsi .

4. is id:a Zaid d Buẑz:a γr Âin l Luḥ ?

   la , ur id:i Ša Zaid d Buẑz:a γr Âin l Luḥ.

   Suq l Lḥ́d: a-γr d:an .

Here are four easy questions. Questions 1 and 3 ask whether one person knows another person; and questions 2 and 4 ask what that person's name is. To ask someone his name, the m- interrogative is used instead of is : mism-ns? After the question is asked twice, try to give the correct answer; then listen to the correct answer and repeat it.

1. is is:n Zaid ib:as n Buẑz:a ?

   iih , is:n Zaid ib:as n Buẑz:a .

2. mism-ns ?

   ism-ns Ḥḍ:u n Bn Naṣr .

3. is is:n Buâz:a amd:ak:^{W}l n Zaid ?

   iih , is:n Buâz:a amd:ak:^{W}l n Zaid .

4. mism-ns ?

   ism-ns Âq:a n Hn:u .

L8.4 Arabic cardinal numerals 11-20; clock time (4:38)

Can you count to ten with Arabic numbers? As Buâz:a counts slowly, try to say each number before he does; then repeat it after him to correct yourself; then say the next number. Start now.

The numbers from 11 to 20 are quite similar to those from 1 to 10. If you look at them written side by side in the book, you can see the ending that is added to the basic single numbers to make the teens; the ending begins with a ṭ after a basic number ending in a vowel. Here is how Buâz:a pronounces them; repeat after him.

1.	waḥd	11.	ḥḍaâš:	6.	st:a	16.	st:aâš:
2.	žuž	12.	tnaâš:	7.	sbâa	17.	sbâṭaâš:
3.	tlata	13.	tlṭ:aâš:	8.	tmania	18.	tmnṭaâs:
4.	rbâa	14.	rbâṭaâš:	9.	tsâud	19.	tsâṭaâš:
5.	xmsa	15.	xm:sṭaâš:	10.	âšra	20.	âšrin

You may have noticed that twelve is an exception to the general pattern, because it does not use the basic cardinal number for "two," žuž. Compare the word for "twelve," tnaâš:, to the Arabic ordinal number for "second" as in "Monday," the second day: Ltnayn. That may help you remember that "twelve" is tnaâš: .

The numbers one through twelve are used with the Arabic article for clock time. To ask what time it is, one says: šḥal g ts:aât. Literally this means "How much in the watch?" Wristwatch is tas:aât; and the question word šḥal means "how much" or "how many." "What time is it?" -- šḥal g ts:aât . The answer at noon would be t:naâš: . At five it would be lxmsa . You should be able to form the rest, if you remember to assimilate the l to the consonants made with the tongue tip or front.

L8.5 Tribes of the Middle Atlas (slow speech) (2:37)

The American man, Daud, asks his passenger Ḥmidu another question; this one is about the tribes of the Atlas. Ḥmidu says they are many, and names some important ones, together with the administrative center or bureau for each tribe. Ait Mgild is a sort of supertribe;

he names some of the tribes within it.

Follow along in the book as you listen to the incident read very slowly, beginning with a short synopsis. The word for tribe is taq:bilt; its plural is tiq:bilin.

Setting: iâaud Umarikani , isal Amaziɣ xf tq:bilin
L:aṭlas . in:a-s Umaziɣ :

Daud: mat:a nitni tq:bilin l Laṭlas ?

Ḥmidu: âd:ant . l:an Iziɣ:an g lbiru n Xnifra d Mrirt .
l:an Ait Mgil: zg ʷafl:a . Ait Mgil:, l:an
digsn Iršlaun Uẓ:u , Ait Waḥi n Sidi Âd:i ,
Ait Lias d Ait Mɣwul g lbiru n Âin l Luḥ . Ait
Ugadir g lbiru n Bumia , d Iḍzr . nk:, zg
tq:bilt n Ait Ây:aš g lbiru n Midlt . k:u
taq:bilt s lbiru-ns , k:u taq:bilt s s:uq-ns .

Note: zg:ʷafl:a < zg + afl:a "on top."

L8.6 Tribes of the Middle Atlas (normal speed) (1:33)

Here is the same incident you heard on the preceding band, this time at normal speed. Listen with your books closed, and see how much you understand. The first word, iâaud, means "he repeated."

L8 CULTURAL NOTES (on tape): Ahidus verses favoring the new Constitution, 1972 (8:00) Vocabulary:

Išq:irn	A tribe of the area south of Xnifra
d:istur	constitution
ad inix	I will say
nâam	yes (in response to a call)

L8 APPLICATIONS

a. Ask questions like those in the dialogue and L8.3. Verify where your tutor is from (zg __ ay t:d:id?), and ask if he has visited other specific places (the verb is k): is tkid Fas? If he has, ask if he knows some people there.

b. Ask someone what his tribe is; his super-tribe (zg:ʷafl:a); what is the bureau (administrative office) of his tribe; what is his s:uq.

c. Form the hours of the day from the Arabic numbers 1-12. Verify them by asking someone the time, and add them to your table of Arabic number words.

d. Ask the time of day at half-past the hour (nṣ: ="half"); at 10 minutes before the hour (ql: = "less, minus"); at 10 minutes after the hour (the Arabic u = "and").

e. Continue to get the vocabulary you want or need by asking "What's this/that?"--mat:a uya/uyin:; "What are you doing?"--ma da t:g:ad?; and the meanings of words by asking "What is/does _____?"--mag:an _____?

SECOND REVIEW (LESSONS 5-8)

A. Pronunciation and recognition of sounds

Here are pairs of words which differ only slightly in form, although their meanings are unrelated. Pronounce one of each pair to the tutor, and have him indicate which one he thinks you said. Note which sound pairs you are not differentiating clearly; practice producing them.

1a.	ibda	"il a commencé/he started"
b.	ibḍa	"il a partagé/he divided"
2a.	isal-t	"il l'interrogé (homme)/he asked him"
b.	isal-t:	"il l'interrogé (femme)/he asked her"
3a.	in:as "d:u"	"il lui a dit 'Allez!'/he told him 'Go!'"
b.	inas "d:u"	"dîtes à lui 'Allez!/tell him 'Go!'"
4a.	l:a it:q:s	"il pique/it pricks"
b.	l:a it:k:s	"il enlève/he removes.."
5a.	ur iḥli	"il n'est pas bon/it's not good"
b.	ur ixli	"il n'a pas anèanté/he has not ruined.."
6a.	hdu	"faire un cadeau/give a gift"
b.	h̤du	"surveiller/watch over"
7a.	tamaziγt	"langue ou femme berbère/Berber woman/lg."
b.	tamazirt	"pays/country, land"
8a.	ari, aru	"ecriver/write"
b.	âari	"forêt/mountain forest"
9a.	âauḍ	"recommencer; raconter/repeat"
b.	auḍ	"arriver/reach, arrive at"
10a.	k:s	"enlever/remove"
b.	ks	"paître/herd"

To test your recognition, have the tutor pronounce one of each pair for you to identify. Which pairs do you not distinguish clearly? Review them in earlier lessons.

B. The noun: dependent forms

When the subject noun follows the verb, the dependent form (if any) is used. Use the nouns of L7.1 as subjects of sentences, predicting the dependent form by the rules in S28.5. Check the results with the tutor or the lexicon.

C. The noun in a genitive phrase

A noun also takes its dependent form (if any) when it is the object in a genitive phrase. In addition it may be affected by the genitive particle, as described in S27.3. Test yourself with the phrases in L7.2, covering the right-hand column. Write the forms for "the hand of the boy/girl/my father/Iṭ:u/Rḥ:u;" and for "the road of Âin l Luḥ/automobile/people/market." Have the tutor check them.

D. Possessive endings: genitive n plus pronoun object

Nouns with possessive endings were used in L5.2 and 3. Find them; find the other endings in Table 10 (S22). Construct questions about the attribution of various things, using the empty pronoun -mi as the genitive object (S22); eg. axam n-mi ayin:? "Whose tent is that?" Be able to answer such questions, with either a noun or a pronoun prossessor: axam n Muḥa ayin: "That's Muḥa's tent" or axam n:š ay:in "That's your tent."

E. Numbers and dates; order of elements

Add to your table of numbers the multiples of ten: âšrin 20, tlatin 30, rbâin 40. Form the rest to 100 (miya) in the same way as these; check them with your tutor. 200 is mitain, 300 tlt miya, 400 rbâ miya; form the rest to 1000 (alf) on the same pattern, and check with the tutor.

Numbers combine with the Arabic conjunction u; note the order below and construct 25; 325; 57; 1957; 1938.

xmsa u sbâin = 5 + 70 = 75
tsâ miya, xmsa u sbâin = 900, 5 + 70 = 975
alf u tsâ miya, xmsa u sbâin = 1000 + 900, 5 + 70 = 1975

F. When-questions about the past and the future

milmi "when" is followed by ay + a verb phrase in the perfect tense for past events, or aγra + a verb phrase in the imperfect tense for the future:

milmi ay tluld? "When were you born?"

milmi aγra td:ud γr tmazirt-n:š? "When will you return to your country?"

Find out when your tutor or friend was born; when Morocco got independence (use amẓ); etc, Ask someone when he will come; when you will met (žmâ).

G. Quantification and time

Review quantified phrases in S27.4. Ask your tutor how many of days (us:an), weeks (s:imanat), months (iurn), or years (isg:wasn) that he has spent ("passed"--k:) in the place where you are now: (use mšta or šḥal)

šḥal ____________ ay tk:id da? (g R:baḍ ?)

Be able to answer similar questions: eg. k:ix aiur da.

H. Quantification and money

Prices are often given by the amount only, without mentioning the unit of money. Although Moroccan coin and currency are marked in dirhams, people in the country may be referring to an older unit of value, the reale (r:ial, individual tar:ialt). When the exchange rate is 5 dirhams to the U.S. dollar, one reale = 1 cent; thus in the marketplace, miya means 100 reales, about $1.00; alfain (2000) reales would be about $20.00. Work out the equivalent of $5.00; $15.00; $2.50; $2.75; 20¢.

I. Verb forms and "rotary drills"

So far verbs have been used mainly in the perfect tense, to report on accomplished acts or states. But most forms of the verb phrase have been introduced. The intensive aspect was used in L5 to describe actions in progress; review its other uses in S3.3. The imperfect tense has been used in complements (L5.5) and in the main verb phrase in questions about the future (F, above). The imperative occurred in dialogues L1.3, 3.3, 4.3, and the hortatory imperative in L5.2. The negative perfect stem was used in L7 and 8.

As you learn a new verb, use it in as many of these ways as possible. One way that has worked well with a small group of people is the "rotary drill" in which each person in turn initiates a verb and the others use it in a series of patterns which change one or two features at a time. The following drill has six roles; with fewer participants, each one's turn would come more frequently. The example is the verb for "enter."

A tells B to verb (ipv)	kšm !
B replies "I verb-ed (pf 1 sg)	kšm x.
C comments "B verb-ed (pf 3 sg m)	i kšm B.
f)	t kšm B.
D tells E "Let's verb!" (hortatory ipv)	kšm ax, a E !
E replies "We have verb-ed." (pf 1 pl)	n kšm .
F reports "D and E have verb-ed" (3 pl m)	kšm n D d E.
f)	kšm nt D d E.
A (repeat, with a different person choosing another verb)	

LESSON 9 (Reel 9; slides 57-60)

L9 PREPARATION

a. Review the compound nouns of lineage in S28.3.

b. Find what happens to the 1st sg subject affix -x after a verb stem ending in γ, x, or q (Table 6, S3.1).

c. Review the imperfect tense in S3.2.

d. Identify unfamiliar words in L9.5 and 6.

e. Review the use of id: in non-verbal questions (S12.1).

f. Set the projector at slide 57; turn it on for Band 7.

L9.1 Questions and answers confirming identity (6:02)

When someone asks you a question or makes a statement about you, he uses the second person singular subject affix of the verb. This has the form of a t- -d surrounding the verb stem. It's important to recognize words with this form so that you know that you are the subject of the verb. Then when you speak about yourself, you drop the t- -d and instead use the first person singular suffix, which is -x.

For example if someone asks you in Tamaziγt "Is it American that you are?" he uses the second person verb form for "you are," tgid. In replying, you would use the first person verb form gix, meaning "I am."

You can practice making this change in the following sentences, by taking the role of Zaid if you are male, and repeating his responses to Buâz:a's questions. If you are female, just repeat Buâz:a's questions. Then when he switches his questions to Mimuna, you can switch roles. In answer to Buâz:a's question, Zaid says he is a Waḥi man (his local tribe), a Mgild man (his regional or supertribe), a Moroccan, and a Muslim.

Pattern: Q Q reply A repeat A repeat

Šg:, Ug:ʷaḥi ay tgid?	iih, nk: Ug:ʷaḥi ay gix .
Šg:, U Mgil: ay tgid?	iih, nk: U Mγil: ay gix .
Šg:, Amγrabi ay tgid?	iih, nk: Amγrabi ay gix .
Šg:, Anslm ay tgid?	iih, nk: Anslm ay gix .
Šg:, Amarikani ay tgid?	la, nk: Amγrabi ay gix .
Šg:, Arumi ay tgid?	la, nk: Anslm ay gix .
Šm:, Ult Tmuli ay tgid?	iih, nk: Ult Tmuli ay gix.
Šm:, Ult Mγil: ay tgid?	iih, nk: Ult Mγil: ay gix.
Šm:, Tamγrabiit ay tgid?	iih, nk: Tamγrabiit ay gix.
Šm:, Tanslmt ay tgid?	iih, nk: Tanslmt ay gix .
Šm:, Tamarikanit ay tgid?	la, nk: Tamγrabiit ay gix.
Šm:, Tarumiit ay tgid?	la, nk: Tanslmt ay gix .

The full form of this type of sentence would use id:. (The personal pronoun is added for emphasis).

(Šg:,) id: u Mgil: ay tgid ?
(You ,) is it a Mgild man that you are?

L9.2 Action verbs in imperative and imperfect (3:10)

These verbs describe simple and common human actions, so it's easy to find real situations in which to use them. Here Buâz:a uses these verbs in their simplest form: the ipv sg, to give a direct order to one person. Zaid responds by saying that he will do it, using the same verb with the 1 pe sg subject affix -x. The fact that the action of the verb is not yet done is indicated by using the imperfect prefix, ad . When Buâz:a gives the command "Enter!" kšm , Zaid replies ad kšm x. Listen now to Buâz:a give the order twice, and try to anticipate Zaid's response. Then you can repeat the correct reply after Zaid; he gives it twice.

Pattern: Gloss: S S reply R repeat R repeat

Enter!	kšm!	ad kšmx
Sit down!	q:im!	ad q:imx
Get up!	k:r!	ad k:rx
Go!	d:u!	ad d:ux
Stop/stand!	bd: !	ad bd:x
Come/join!	zaid!	ad zaidx
Pass!	zri!	ad zrix
Go out!	f:ɣ!	ad f:q: (ɣ+x → q:)

L9.3 Imperfect verb phrase in complement to main verb (3:05)

The same kind of verb phrase beginning with ad- which Zaid used to indicate that he would do something, is used where English would have an infinitive phrase. For example, "I want to sit down" would be rix ad q:imx . Literally, this is "I want that I sit down." Both the main verb, meaning "I want" and the verb of the complement, meaning "that I sit down," have the subject markers.

Buâz:a uses the same verbs of action that you heard in the preceding exercise, but this time he says "I want to -- sit down," or whatever the verb is. Mimuna responds by telling him "Well, sit down," that is, iwa q:im! Mimuna uses the ipv sg. As soon as you perceive the pattern, you can respond to Buâz:a in the pause before she speaks. Then repeat the correct response after her.

Pattern: S S reply R repeat R repeat

rix ad q:imx	iwa q:im!
rix ad k:rx	iwa k:r!
rix ad d:ux	iwa d:u!
rix ad bd:x	iwa bd:!
rix ad zrix	iwa zri!
rix ad f:q:	iwa f:ɣ!

L9.4 Synopsis of Zaid and Buâz:a episodes 1 and 2 (3:30)

Before you hear the next episode of Zaid and Buâz:a's travels, listen to this synopsis of what has happened so far. Follow along in your book if you wish. After each paragraph, you will hear a translation so that you can check your comprehension.

id:a-d iuk: u Mgil: g:^{w}brid n S:uq l Lḥd , išmâ d iuk: u Ây:aš , msl:amn ar t:msal: .

A Mgild man came along the road of S:uq l Lḥd:; he met with an Âyas man; they were greeting each other and questioning each other.

u Ây:aš n:a , ism-ns Buâz:a , id:a-d zg Midlt as:a . isal-t Zaid is il:a ša utfl ɣursn , in:a-s ur iq:imi ša , ifsi .

This Âyaš man, named Buâz:a, came from Midlt today. Zaid asked him if they had some snow; he told him not any remained, it had melted.

Zaid u Mgil: , ɣurs iuk: umd:ak^{W}l-ns g Midlt. amd:ak^{W}l n Zaid, u Izdg ag:a ; ism-ns Âq:a n Hn:u .

Zaid, a Mgild man, he has a friend in Midlt. The friend of Zaid is an Izdg man; his name is Âq:a of Hn:u.

is:n Buâz:a Âq:a n Hn:u, âlaḥq: amd:ak^{W}l n b:as ag:a. b:as n Buâz:a, ism-ns Ḥd:u n Bn Nasr . l:ig as-in:a Buâz:a i Zaid ism n b:as , in:a-s Zaid is:n-t . in:a-s i Buâz:a ad as-ibl:ɣ s:lam ad:ai iâaid ɣr Midlt .

Buâz:a knows Âq:a of Hn:u, because he's a friend of his (Buâz:a's) father. The father of Buâz:a, his name is Ḥd:u of Bn Nasr. When Buâz:a said to Zaid the name of his father, Zaid said he knew him. He told Buâz:a to greet him when he returned to Midlt.

L9.5 Zaid and Buâz:a episode 3: An invitation to stop for refreshments. Independent sentences (1:45)

In this short episode, Zaid remarks about the coincidence that Buâz:a is the son of his friend Ḥd:u n Bn Nasr, and he asks how he is. Buâz:a replies that everything is all right with him: labas ɣurs. Then Zaid, who is in his own neighborhood, invites Buâz:a, who has come from far off, to stop by the tent of his brother Moḥa. The word for tent or home is axam. The tent is nearby, beside the road. A verb which means 'to be near' is qr:b.

Now listen to the independent sentences, and try to repeat them in the pauses. You may follow along in the book if you wish.

1. Buâz:a, mm:is n Ḥd:u n Bn Nasr ag:a .
2. il:a Ḥd:u n Bn Nasr, labas γurs .
3. labas γr Ḥd:u n Bn Nasr .
4. Iḥarṣ Zaid Buâz:a γr axam n Muḥa .
5. Muḥa, gmas n Zaid ag:a .
6. il:a uxam γr Muḥa .
7. Il:a uxam n Muḥa tama ubrid.
8. iqr:b uxam n Muḥa i ubrid.

L9.6 Zaid and Buâz:a episode 3. Narrative (2:00)

Here is the narrative version of Zaid inviting Buâz:a to his brother's tent for tea. The word for tea is at:ag. Just listen for comprehension, without repeating.

isal Zaid Buâz:a xf b:as ; in:a-s , "labas γurs." Iḥarṣ Zaid Buâz:a ad isu at:ag γr gmas . Muḥa , gmas n Zaid , γurs axam tama ubrid n S:uq l Lḥd: .

L9.7 Zaid and Buâz:a episode 3. Dialogue (slides 57-60) (1:40)

* 57

Here is the dialogue, with its special forms of direct address. Note especially the hortatory ending -ax; eg., the verb d:u with -ax--d:uʸax--means 'Let's go!' As Zaid starts off in a new direction, he says what most Moroccans say when they begin something new: bismil:ah!

Synopsis: id:a-d Zaid γr S:uq l Lḥd:, iẑmâ d Buâz:a, ar t:msawal:.

Z. aa , mm:is n Ḥd:u n Bn Nasr ay tgid? 58
i mani-t , id: labas γurs?
B. laabas, isal dik: lxir .
Z. iwa , k:rax and:u ansu at:ag .
B. mani ia ? 59
Z. haš axam n gma, il:a iuts .
B. uax:a , d:uʸax-n:
Z. bismil:ah! 60 **

L9 CULTURAL NOTES (on tape): Invitation; the future; women singing izlan at home. (5:45) Vocabulary:

nšaâ L:ah	"God willing!" (said when future is mentioned)
a mid:n	Oh people!
mani γr	to where .
asmun	companion

L9 APPLICATIONS

a. Tell someone to enter; sit down; get up; go out; go to the market; stop; come join you (zaid); etc. Be able to respond to the verbs of L9.2 with the appropriate actions.

b. Do this rotary drill with several people; the example ni means "get in (a car), or mount (a horse)."

A tells B to verb.	ipv sg	ni !
B replies "I'm going to verb."	ipf 1 sg	ad ni x.
C comments "B is going to verb."	ipf 3 sg	ad i ni .
D asks "Is B going to verb?"	ipf 3 sg	is ad i ni ?
E asks B "Are you going to verb?"	ipf 2 sg	is at: ni d?
F tells B "Let's you and me verb!"	ipv hort	ni ax!

A (repeat, with a different person choosing another verb)

c. Compose and tell a short narrative about two persons who met, got acquainted, found they had mutual friends, sent greetings to them, and went together to drink tea.

d. Ask acquaintances whether they are of a given tribe, religion, nationality, or occupation; eg.

ini-i, saḥa, id: u Mgild ay tgid? "Tell me, please, ..."

Ask similar questions about other persons: id: Arumi ag:a Yusf ?

e. Form negative responses to questions in d. by adding ur; eg. ur id: Arumi ay gix. "I'm not a Christian."

LESSON 10 (Reel 10, slides 57-62)

L10 PREPARATION

a. Study L9.5, 6 and 7 for comprehension; wait for L10.1 to pronounce the dialogue. isal dik: lxir "the good asks about you" is a polite response when asked about one's family. d:uYax-n: "Let's go there!" has the orientational particle of remoteness, n: .

b. Study focused (m-) questions in S12.2, especially those focused on the verb's direct object. A focused question usually gets a focused answer (a nomino-verbal sentence).

c. The ay that follows a focused element combines with a following subject prefix i to form ag: ; see eg. in S32.1. The preposition g "in" does likewise with noun-initial i.

d. Read the questions in L10.3 with the answers covered. When you understand the question and know the short answer you are ready to pronounce the exercise from the tape.

e. Use the indirect object pronoun for him/her with the verbs for call (γr) and say (ini): "Call to Faḍma!" = γr-_____ i Faḍma. "Say to Ḥmidu 'Come!'" ini-____ i Ḥmidu aura!

f. Form feminine nouns corresponding to Anglizi (Englishman); Afranṣawi (Frenchman); Asbliuni (Spaniard); amdini (townsman); abṛ:ani (foreigner). Form the m and f plurals. "America" is Marikan, not Amarika; why?

g. Form the plurals of afl:aḥ (cultivator); aks:ab (stockgrower); arḥ:al (pastoralist), by the pattern in 328.6.

h. Set the projector at slide 57; turn it on for Band 2.

L10.1 Zaid and Buâz:a episode 3. Dialogue, pauses (1:33)

The synopsis and the short dialogue are spaced out to allow for repetition. You may choose a role and repeat only one speaker's lines, or take both roles. Follow along in the book if you wish. (See text in L9.7.)

L10.2 Zaid and Buâz:a episode 3. Dialogue (slides 57-60) (1:02)

* 57

Close your book, and listen to the conversation. Notice the demonstrative word haš that goes with Zaid's gesture toward the tent nearby.

61 **

L10.3 Questions focused on the direct object (6:07)

Questions that begin with an m- ask for some element of the sentence to be filled in, much like English questions that begin with wh- : who, what, where, why, when, etc. The following questions ask for the direct object of the verb: whom, or what. The question is asked twice, as before. Answer if you can; if not, just repeat the question. The short answer is given twice; repeat it. Then the full answer is given twice; repeat it, too. The first sentence is an example.

1. mag:s:n Buâz:a g:md:uk:al n Zaid ?

   Âq:a n Hn:u .

   Âq:a n Hn:ú ag:s:n Buâz:a .

2. mag:s:n Zaid g lahl n Buâz:a ?

   ib:as n Buâz:a .

   Ib:as n Buâz:á ag:s:n Zaid .

3. mag:sal Zaid xf b:as ?

   Buâz:a .

   Buâz:á ag:sal Zaid xf b:as .

4. mag:ḥarṣ Zaid ɣr axam n Muḥa ?

   Buâz:á .

   Buâz:a ag:ḥarṣ Zaid ɣr axam n Muḥa .

5. may ran mid:n-n:a ?

at:ag .

ran mid:n-in: ad sun at:ag .

6. may s:an ingbaun ?

at:ag .

at:ág ay s:an ingbaun .

The last question uses the intensive stem of *su* "drink."

L10.4 Imperative of γr "call" with indirect object (2:15)

The verb for "call," *γr*, like the verb for "say" or "tell," *ini*, requires an indirect object. "Call to Ḥmidu" would be *γr i Ḥmidu*, or *γr-as i Ḥmidu*. γr-as means "Call to him" or "call to her"; the suffix *-as* represents the indirect object.

When Buẑ:a gives this order, respond by calling the person he names: *a Ḥmidu!* When you address someone directly by name or title, you must use the vocative particle *a*. Listen to Zaid's first response, and repeat it; then see if you can respond to Buẑ:a's requests by calling the person before Zaid does. Correct your pronunciation by repeating after Zaid.

BB:	Zaid:
γr-as i Ḥmidu.	a Ḥmidu!
γr-as i Muḥa.	a Muḥa!
γr-as i Âiša.	a Âiša!
γr-as i Ḥad:a.	a Ḥad:a!
γr-as i Faḍma.	a Faḍma!
γr-as i Ḥd:u.	a Ḥd:u!
γr-as i Iṭ:u.	a Iṭ:u.
γr-as i Buẑ:a.	a Buẑ:a!
γr-as i Lḥaǯ.	a Lḥaǯ !

L10.5 Recognizing and responding to gender of the noun (4:00)

Many of the distinctions in Tamaziγt grammatical forms are related to the sex of the animate beings the grammatical forms refer to. You are familiar with the independent personal pronouns, *šg:* for addressing a man, and *šm:* for addressing a woman. Another clue to recognizing whether someone is talking to (or about) you is the gender of the noun: most nouns that start with a vowel have masculine gender, and most nouns that start with a *t* have feminine gender.

In Lesson 9, Buâz:a asked Zaid and Mimuna some questions about their identities, and you were asked to play the role of one of them according to your sex. In this exercise, you can play your own role, and answer Zaid's questions about whether you are an American, a Moroccan, a Muslim, an Englishman, etc., by "yes" -- iih, or "no"-- la. Then you will hear the complete answer for an American man or woman given twice; repeat it. Listen for the form of the noun in the question, so that you answer only those questions directed to someone of your sex.

Pattern: S S respond R repeat R repeat

id: Tamarikaniit ay tgid?	JH.	iih, Tamarikaniit ay gix.
id: Amarikani ay tgid?	B.	iih, Amarikani ay gix.
id: Tamγrabiit ay tgid?	JH.	la, Tamarikaniit ay gix.
id: Amγrabi ay tgid?	B.	la, Amarikani ay gix.
id: Anslm ay tgid?	B.	la, Arum:i ay gix .
id: Anglizi ay tgid?	B.	la, Amarikani ay gix.
id: Tanglizit ay tgid?	JH.	la, Tamarikaniit ay gix.

L10.6 Action verbs in imperative and in complement (2:50)

You have seen (in L9.3) how the imperfect verb phrase beginning with ad can be used where English has an infinitive phrase, as in "I want to speak." -- rix ad siulx. Here is a similar use of the imperfect verb phrase beginning with ad. Here, the verb phrase serves as a complement to the verb d:u "go." In this construction d:u is used in the perfect tense so that, eg. d:ix ad siulx means "I was going to speak" or "I am going to speak."

Buâz:a addresses a character named Muḥa, telling him to enter, come forward, etc. Muḥa (played by Zaid) indicates that he was already going to do so, by saying d:ix ad _____, plus the verb with its first person suffix -x. Listen to how he replies to Buâz:a's first order, and repeat after him both times he says it. As soon as you can, try to give Muḥa's response.

Pattern: S S respond R repeat R repeat

kšm, a Muḥa	d:ix ad kšmx
zaid, a Muḥa	d:ix ad zaidx
k:r, a Muḥa	d:ix ad k:rx
f:γ, a Muḥa	d:ix ad f:q:
siul, a Muḥa	d:ix ad siulx

L10.7 Livelihoods of people in the Middle Atlas (slow speech) (?:48)

The American (played by David Hofstad) asks the Berber man about how people make their livings in the Atlas. mas da t:âišn means literally "With what are they living?" Follow along in your book as the incident is read slowly. Ḥmidu replies that there are farmers; they cultivate wheat, barley, corn, and other greens. There are stockgrowers; they have cattle, goats, and sheep. Stockgrowers of this area are best described by the French term transhumants. Summer they go to the mountain, winter they come to the plains, because the plains are good for the livestock in winter.

isal Umarikani Amaziɣ xf mas da t:âišn md:n g l Laṭlas.

Daud: mas da t:âišn md:n da ?

Ḥmidu: l:an ifl:aḥn , l:a kr:zn irdn , timẓin ,
ḍ:ra d lxuḍrat iaḍnin. l:an iks:abn . l:an ɣursn
izgar: , tiɣṭ:n , ul:i . iks:abn g lžwayh-a,
irḥ:al: ay gan . anbdu l:a t:d:un ɣr ž:bl , tagrst
l:a d-t:d:un ɣr azaɣar ; âla ḥq: iẓil uzaɣar i lmal
g tgrst .

Other occupations are mentioned in the cultural notes for L31.

L10.8 Livelihoods of people in the Middle Atlas (normal speech) (1:10)

Here is the incident you heard on the preceding band, this time at normal speed. Listen with your books closed, and see how much you understand.

L10 CULTURAL NOTES (on tape): Exchange of greetings; news from the public crier (slides 61-62) (5:10)

* 61

mani tamṭ:ut-n:š? "How's your wife?" (one man does not ask another outside of family)

abr:aḥ "public crier"

**

L10 APPLICATIONS AND PRACTICE

a. After you've looked up the new words in L10.7, describe to your tutor the farming and stockgrowing in some area you know. Eg. g Kalifurniya, l:an ifl:aḥn , ...
b. Re-enact the episode of Zaid and Buâz:a as you recall it.
c. Practice the verbs you know in this rotary drill:

A tells B "verb!"	siul.
B replies "I'm going to verb."	d:ix ad siulx;
C comments "B is going to verb."	id:a B ad i siul.
D asks E "Is B going to verb ?"	is id:a B ad i siul?
E replies "Yes, B is going to verb."	iih, id:a B ad i siul.
F denies that B is going to verb:	la, ur id:i B ad i siul.

A (repeat, with a different person choosing another verb)

d. Use the preposition yur to say you have (or don't have) a car (t:umubil); a watch (tas:aât:); a horse (iy:is); money (iflus). Eg. ur yuri iy:is "not to-me horse" (cf. S10).

e. Form negative replies to questions in L10.5; eg. la, ur id: Tamarikaniit ay gix. "No, I'm not American."

f. Form plurals of the questions in L10.5 or L9.1; eg. kWn:i, (id:) Ait Wahi ay tgim? "Are you-all Wahi people?" kwninti, (id:) Ist Wahi ay tgint? "Are you-all Wahi women?"

LESSON 11 (Reel 11; slides 63-81)

L11 PREPARATION

a. Form the imperative plurals of the action verbs of L9.2 and L10.6; remember to insert y between a vowel and the imperative plural ending -at.

b. Compare noun possessive endings and indirect object affixes for "you" 2d pe sg, in Table 10, S22.

c. Review the prepositions, especially the directional yr (s), in S5.2, and the adverbial noun phrase (S6.4).

d. Find the causative verbs derived from kšm "enter"; nw "cook" (intransitive); see S20.

e. Find the agentive noun (doer of action) for ks 'herd.'

f. Set the projector on slides 63; turn it on for Band 6.

L11.1 Action verbs in plural imperative and in perfect (4:10)

You have already used the action verbs in the sg ipv which consists of just the basic stem with no subject marker (or a zero subject marker). For the plural ipv, a suffix is added. For addressing an order to a group of men or a mixed group of men and women, the suffix has the form -at. For addressing a group consisting of women only, the suffix has the form -nt or -n: .

Buâz:a uses the general form, -at, to say "Come, people!" "Enter, people!" etc. You can practice using this form by repeating the sentence after he says it twice. Zaid then comes in with a comment on the completed action: "The people came." "The people entered," etc. As you repeat what he says, notice the change in the verb form: Zaid drops the plural ipv ending and adds the regular subject marker for "they," which is -n.

One imperative-like form is unique in that it does not occur in any other form but the imperative, singular or plural. This is aura, meaning "Come here." The plural is auriwat. When Buaž:a uses it to say "Come here, people," Zaid's comment uses the verb d:u.

kšmat, a mid:n!	kšmn mid:n.
zaidat, a mid:n!	zaidn mid:n.
q:imat, a mid:n!	q:imn mid:n.
k:rat, a mid:n!	k:r: mid:n.
bd:at, a mid:n!	bd:an mid:n.
d:uyat, a mid:n!	d:an mid:n.
zriyat, a mid:n!	zrin mid:n.
f:ɣat, a mid:n!	f:ɣn mid:n.
auriwat, a mid:n!	d:an-d mid:n.

L11.2 Recognizing and responding to gender of affixes
(4:40)

In several different kinds of words, the affix š signals that a male person is being addressed, while an m signals that the person addressed is female. This is true for the possessive pronoun endings of nouns, for the indirect objects of verbs, and for the objects of prepositions. See if you can recognize these gender markers in the following questions, and respond to the questions addressed to a person of your sex, by answering the question if you understand it. (If you don't understand it the first time, just repeat the question.) Then you will hear a response by a person of the appropriate sex, which you may repeat if appropriate to you.

Pattern: S reply S reply R repeat R repeat

mism-n:m?	ism-inu Faḍma.	(f)
mam-iga lḥal ?	labas.	"
id: labas ɣurm ?	labas.	"
mism-n:š ?	ism-inu Muḥa.	(m)
maš-iga lḥal ?	labas.	"
id: labas ɣurš ?	iwa, labas.	"
mism-n:m?	ism-inu Faḍma	(f)
mism-n:š ?	ism-inu Muḥa.	(m)
mam-iga lḥal ?	iwa, labas.	(f)
id: labas ɣurš?	iwa, labas.	(m)

L11.3 Responding to imperatives; using kinship nouns
(3:55)

One of the ways mentioned in the preceding reel, by which you can tell whether someone is addressing you, is by the possessive ending of a noun representing something of you: for example, "your name" -- ism n:m to a woman, but ism n:š to a man. The same endings occur without the genitive particle n , after a kinship noun: "your father" is ib:am to a woman, but ib:aš to a man. When the relationship is to the speaker, as in "my father," the kinship noun has no possessive ending: ib:a means "my father" rather than just "father." This means that one cannot talk about fathers or mothers, or sisters or brothers, in the abstract, but only about somebody's father, mother, and so on.

In this exercise, Zaid gives some imperative sentences telling a man or a woman to call to his or her son, daughter, father, or mother. Respond, when the request is addressed to a person of your sex, by calling to your kinperson. The correct response is given twice; repeat it if it's your turn.

Pattern: S respond R repeat R repeat

ɣr-as i mm:iš .	a mm:i !	(m)		
ɣr-as i mm:im .			a mm:i !	(f)
ɣr-as i il:im .			a il:i !	"
ɣr-as i il:iš .	ua il:i !	"		

Notice that the form for "mother" (mai-) changes to im:a in "my mother":

ɣr-as i maim .			a im:a !	(f)
ɣr-as i b:am .			a ib:a !	"
ɣr-as i b:aš .	a ib:a !	(m)		
ɣr-as i maiš .	a im:a !	"		

L11.4 Zaid and Buâz:a episode 4: approaching and entering a tent. Independent sentences (5:30)

As Zaid and Buâz:a approach the tent of Muḥa, Zaid's brother, Zaid goes on ahead to see if Muḥa is home. Zaid stops by the well (called anu) and calls to Muḥa. The verb for stand or stop is bd:. Muḥa's wife, Mimuna, comes out of the tent. Zaid is her in-law, alus. Mimuna hushes the watchdogs (the narrator excuses himself for mentioning dogs by saying "haš udmaun.") Zaid and Mimuna exchange greetings. He asks where Muḥa is and finds that he is not at home; he got up early and went to plow. The verb for "get up" is k:r. Zaid, at Mimuna's invitation, calls to Buâz:a to come on up. Mimuna calls Ḥmidu, a young man who is their herder, to show the guests into the guests' side of the tent, and she goes into the cooking side. Try to repeat the sentences in the pauses.

1. iqr:b Zaid d Buâz:a ɣr s axam n Muḥa .
2. id:a Zaid ɣr s axam n Muḥa .
3. iq:im Buâz:a tama ubrid .

4. ibd:a Zaid tama w:anu .
5. iγra Zaid i Muḥa .
6. tf:γ-d Mimuna zg:^{W}xam .
7. Mimuna, tamṭ:ut: n Muḥa ay tga .
8. ilul Muḥa Mimuna .
9. tuk^{W}z Mimuna Zaid alus-ns .
10. tẓ:â Mimuna iḍan -- ḥaš udmaun .
11. imsl:am Zaid d Mimuna.
12. isal Zaid Mimuna xf Muḥa .
13. ur il:i Muḥa g:^{W}xam-ns .
14. ik:r Muḥa zik: .
15. l:a ikr:z Muḥa as:a .
16. iγra Zaid i Buâz:a .
17. inâm-as Buâz:a i Zaid .
18. tγra Mimuna i Ḥmidu .
19. imẓ:ii Ḥmidu .
20. Ḥmidu, amksá ag:a .
21. l:a iks:a Ḥmidu γr Muḥa .
22. iš:kšm Ḥmidu ingbaun .
23. kšmn ingbaun γr s axam n Mimuna .
24. l:an ingbaun γr Mimuna .

L11.5 Zaid and Buâz:a episode 4. Narrative (2:21)

In this narrative, the time adverb l:ig, meaning "when" (in the past), is used several times. Here is an English sentence whose Tamaziγt counterpart would begin with l:ig: "When Zaid was near to Muḥa's tent, he left Buâz:a by the road." Notice also the word âlaḥal, meaning "almost." Just listen for comprehension, without repeating.

l:ig iqr:b Zaid γr s axam n Muḥa , izri Buâz:a tama ubrid , id:u ad iraâa is il:a gmas g:^{W}xam-ns . l:ig id:a Zaid âlaḥal γr s axam , ibdu ar iq:ar i Muḥa , tf:γd Mimuna , tak^{W}z Zaid , tz:â iḍan -- ḥaš udmaun -- tn:as ad izaid γr dat . msl:amn , msal: xf lahl-nsn . isal Zaid Mimuna xf Muḥa ; tn:as "ik:r šwi zik: , id:a ad ikrz ." l:ig tḥarṣ Mimuna Zaid , in:as il:a imun-d d juk: urgaz ižmâ-is: g:^{W}brid . tn:as Mimuna ad as-d-iγr.

iγr-as-d Zaid i umd:ak:^{W}l-ns , tγr Mimuna i Ḥmidu , amksa-nsn , tn:as ad lš:kšm ingbaun .

Note: for use of l:ig "when," see S17, temporal clauses.

L11.6 Zaid and Buâz:a episode 4. Dialogue (slides 63-81) (2:45) * 63

After the short synopsis, note the forms of direct address: the vocative a before the name of the person addressed; and his response: nâam "yes?" The vocative a is sometimes used before a whole sentence, when people are calling back and forth to each other from a distance. Also note that to tell someone to come forward you say d:u γr dat. Now listen.

Synopsis: id:a Zaid âlaḥal γr axam n Muḥa. ibdu ar iq:ar i gmas, Muḥa. tf:γ-d Mimuna.

Z. Muḥa ! a Muḥa ! a ua , mani k^{W}n hah! 64
M. a ua, id: Zaid ayin: hah ? iwa, d:u γr dat !
iwa, is tgid angbi, mad --? (dogs bark) 65
mš:i s:i^{y}is: !! 66
Z. may tâna , Mimuna ? 67
M. a may tânid ? 68
Z. labas γurun ? 69
M. a mani k^{W}n , labas? 70
Z. mani luašun? id: labas ?
M. iwa tan:aât:-a bâda, labas.
Z. mani Muḥa ? 71
M. iwa labas .
Z. is ur il:i mad -- ?
M. ik:r šwi zik: as:a , id:a ad ikrz . 72
iwa d:u γr dat, (iwa) ar nt:msal. 73
Z. il:a munx-d d iuk: urgaz, žmâx its g:^{W}brid. 74
M. iwa γr-as-d. 75
Z. Buâz:a ! a Buâz:a ! 76
B. nâam .
Z. iwa du γr dat.
M. a Ḥmidu ! 77
Ḥ. nâam .
M. in-asn i mid:n ad kšmn.

Z. mag:ms lâil-a ? 78

M. ša i lâil l:a ɣur:x iks:a .

(id:a Zaid ad: iɣr i Buâz:a, td:u Mimuna at:s:nw 79

aɣrum g:ʷfṛ:an.)

Ḥ. kšmat ! 80

ZB: bismiL:ah ! 81 **

Note: ad:-iɣr < ad d-iɣr "that he call (someone) here"

at:s:nw < ad ts:nw "that she cook (something)"

L11 CULTURAL NOTES (on tape): Long-distance calls; lyric calls (4:00) Vocabulary:

tamawait, lmait	lyric stanza, sung outdoors, loudly
taɣuri	a call (verbal noun of ɣr "call")
Uš:n	the jackal (character in folk tales; not to mention in the morning)
n:ânaâ	mint (used extensively for tea)

L11 APPLICATIONS

a. Use all the verbs you know in this rotary drill:

A tells the others Verb!	(ipv pl)	kšmat !
B urges the others Let's verb!	(hort. pl)	kšmatax!
C tells B Verb!	(ipv sg)	kšm !
D predicts "B will verb."	(ipf 3 sg m)	ad ikšm B .
	f)	at:kšm B .
E comments "B has verb-ed."	(pf 3d sg m)	ikšm B .
	f)	tkšm B .
F comments "people have verb-ed."	(pf 3 pl)	kšmn md:n.

b. Use the scenario of L10 application b, with iri "want" instead of d:u. Eg. rix ad siulx "I want to talk."

c. If you are now accustomed to the neutral verb-first sentence order (instead of the English Subject-verb-object order) you have the freedom to start a sentence with any element, by using the pre-announced topic rule in S8. Practice by topicalizing the subject or object of each sentence in L11.4; check results with the tutor.

d. Make is questions of the sentences in L11.4, by the rule in S12.1. (In 7 and 20, use id: after the topic.)

e. Make negative answers to the questions based on L11.4, replacing is with ur and using the negative pf verb stem. (In 7 and 20, use ur id:.)

f. Call to someone you know, by name, to come and talk with you. anmsawal s Tmaziɣt = "that we talk in Tamaziɣt." Discuss the identities, locations, and relations of people you know, or characters in the Zaid and Buâz:a episodes.

LESSON 12 (Reel 12; slides 63-85)

L12 PREPARATION

a. Review verb participles and their uses (S21), especially in sentences focused on the subject.

b. Read and answer the questions in L12.3; understand the question and know the answers before pronouncing them with the tape.

c. Review the proximate and remote particles of orientation in S29, for both verbs and nouns.

d. Questions asking "how, by what means" use the instrumental preposition s (long form is); see S12.2.

e. Find the meaning and plural form of: abrid, asrdun, ayiul, agmar, iy:is, adar, t:umubil, lkamiu, lkar, t:aksi. What is the regular pattern? (See S28.5).

f. Compare the disjunctives mad "or" (in questions) and nyd: "or" in non-questions, in S16.2.

g. Set the projector at slide 63; turn it on for Band 2.

L12.1 Zaid and Buâz:a episode 4. Dialogue, with pauses (9:34)

First the synopsis is given with pauses for repetition; then the dialogue, which this time is spoken phrase by phrase, with pauses in between. When you hear a phrase once, repeat it; then you'll hear it again and have a chance to improve your pronunciation. Follow along in the book if you wish (the text is in L11.6).

L12.2 Zaid and Buâz:a episode 4. Dialogue (slides 63-81) (2:42)

* 63

Close your book and watch the action. Notice that a visitor does not go right up to a tent, even though it is his brother's. Instead he hails its owner from a short distance and waits until the owners come out and invite him to approach. Note also that they exchange greetings at some length before getting down to the reason for the visit: After the dialogue there will be some questions.

82 **

L12.3 Questions focused on the subject: "who" (4:57)

These m-questions are focused on the subject; they ask who did it. Since the subject is being queried, the regular subject marker of the verb is replaced by i- -n; but one or both of these affixes may disappear in contact with adjacent sounds.

As before, the question is asked twice; if you understand it, answer in the pause. If not, just repeat the question. Then the short answers and the full answers are given twice each. Notice that the answer focuses on the subject, just as the question did. Now close your books. Number 1 is an example.

1. mag:d:an ɣr s axam n Muḥa ?
   Zaid .
   Zaíd ag:d:an ɣr s axam n Muḥa .
2. May d-if:ɣn zg:ʷxam ?
   Mimuna .
   Mimúna ay d-if:ɣn zg:ʷxam .
3. mag:k:r: zik: ?
   Muḥa .
   Muḥá ag:k:r: zik: .
4. mag:d:an ad ikrz ?
   Muḥa .
   Muḥá ag:d:an ad ikrz.
5. mag:q:imn tama ubrid ?
   Buâz:a .
   Buâz:a ag: q:imn tama ubrid .

L12.4 Imperative singular with direct object noun (slides 82-84) (1:37)

* 82

The verb raâa means "look at." It takes a direct object. Zaid uses it to point out several things one might see while going along the road: a ewe, a man, a ram, a herdsman. He distinguishes between a near one and a far one by adding either the proximate ending, -a or ad , or the remote ending, -in:. Repeat the sentence after him both times that he says it.

Pattern: S repeat S repeat

raâa tixsi-a .
raâa tixsi-in: . 83

raâa argaz-a .
raâa argaz-in:. 84

raâa aḥuli-in:.

raâa amksa-ad.
raâa amksa-in:.

Note: The y-glide is inserted between the word-final vowel and the initial vowel of the next word or demonstrative affix. 85 **

L12.5 Roads and transport in the Middle Atlas (slow speech) (3:13)

The American, Daud, asks the Berber man Ḥmidu about how people get to the markets. mas da t:d:un means literally "With what do they go?" Ḥmidu replies as follows: There are buses, taxis, trucks, horses, mules, and (you should excuse the expression) donkeys. There are those who go on their feet: each one according to his means. There are roads for automobiles, and roads for the beasts of burden.

Among the merchants there are those who have automobiles, Renaults; there is the peddler who has a horse, or a mule, or a donkey; on it he takes his tent and he goes between the s:uqs. Follow along in your book as the incident is read slowly. Note: k:u ša d tiγrad-ns = "each one with his earning power."

Setting: Isal Umarikani Amaziγ xf mas da t:d:un md:n γr
  laswaq .

Daud: mas da t:d:un md:n γr laswaq ?

Ḥmidu: l:an lkiran , l:ant ṭ:aksiyat , l:ant lkamy:unat,
  l:an iy:san , l:an isrdan , l:an iγial (haš
  udmaun), l:an uin:a it:d:un xf iḍar:-nsn .
  k:u ša t:γrad-ns . l:an ibrdan n ṭ:umubilat d
  lkiran , ilin ibrdan l lbhaim.
  ag:ʷd isb:abn, l:an digsn uin:a γr l:ant
  ṭ:umubilat, R:unuγat , il:a uâṭ:ar n:a-γr il:a
  uagmar , nγd: asrdun , nγd: aγiul , l:a γifs
  it:asi aqiḍun-ns ar it:d:u ingr laswaq.

L12.6 Roads and transport in the Middle Atlas (normal speech) (1:42)

Here is the incident you heard on the preceding band, this time at normal speed. Listen with your books closed and see how much you understand.

L12 CULTURAL NOTES (on tape): Fragment of a moral poem (tamlgaxt) by S:ix Âli (slide 85) (4:00)

* 85

amdiaz, amlgar	bard (composes and performs)
imnun: (sg. amnun)	companions (2 perform with bard)
tamdiazt, tamlgaxt, taif:art	poem, long (ca. 80 lines), moral (as compared to izlan)
ur digs lḥšum	"There's no shame in it."

**

L12 APPLICATIONS

a. Reenact the episode of Zaid approaching his brother's tent and Mimma inviting them in, as you recall it.

b. Use the intensive stems of verbs you know, in this rotary drill. The example: q:im/t:γima "sit, stay."

A tells B "Verb!"	q:im !
B replies "I'm verb-ing."	l:a t:γima x.
C asks "What is B doing?"	ma da i t:g:a B?
D replies "He's verb-ing."	l:a i t:γima .
E asks "Who is verb-ing?"	ma da i t:γima n ?
F replies "It's B who's verb-ing."	B a da i t:γima n.

c. Ask some double-barreled questions linked with mad.
Ex. is iq:im mad is ur "Did he sit/stay or not?"

d. Suppose you heard a sentence and failed to catch the subject: how can you ask for it? See S12.2, Querying the subject; practice with the sentences in L11.4; check results.

e. Find out who speaks/is speaking on the radio; with what language they are speaking; on what topic; who brings the news (use awi + d); what is on the radio Friday at noon.

THIRD REVIEW (LESSONS 9-12)

A. Assimilation and reduction of sounds: decoding

The words, stems, and affixes you know are often hard to recognize in sentences because they undergo regular phonological changes when combined, as described in S32. Test your ability to decode the results of these rules, by finding the underlying forms in the following combinations, and others that puzzle you.

"a Waḥi man"	ug:ʷaḥi	eg. < u+Waḥi
"in Iṭzr"	g:ḍzr	
"that he come in"	ad: ikšm	
"that she come in"	ad: tkšm	
"who knew Ḥḍ:u"	mag:s:n: Ḥḍ:u	
"that we drink tea"	ansu at:ag	
"each one with his earning power"	k:u ša t:yrad-ns	
"in Az̤ru"	g:ʷz̤ru	

B. Verb subject affixes in combinations

In understanding new sentences, you can use your knowledge of the general structure of verbal words to identify new verbs. Since a subject affix occurs next to the stem in all but the ipv sg, it is a useful clue: eg. a word that starts with i may be a 3d sg m verb. Since the verb affixes combine with adjacent sounds, (as shown in Table 6, S3), knowing the limited number of possible combinations will aid you in verb recognition, as well as in producing correct speech. Test yourself by finding the verbs in these sentences:

"People wanted to ____."	ran md:n ad siul:.	________
"Do you want to ____?"	is trid at:suḍ:	________
"They are ____ing Muḥa."	l:a q:ar: i Muḥa	________
"I'm going to go out."	d:ix ad f:q:	________
"I went to Ain l Luḥ."	d:iq:r Ain l Luḥ	________

C. Derived verbs: causative, reciprocal, passive

Review S20. What derived verbs have you seen so far? Use each in a sentence. What derived verbs would you like to use? Predict the form (eg. "cause to go"--s: + d:u ?) and check with the tutor or the lexicon to see if such a verb exists, and if so, if it means what you think.

D. The Intensive stem of the verb

You need the intensive stem to talk about customary, habitual, or ongoing aspects of the verb: eg. ma da it:g:a "What is he doing?" List the ones you know, and compare them to the basic stem form; see also Table 9 (S19), and glance through the lexicon. What are the marks of an intensive stem? If you learned a new verb and wanted to use it in the intensive, what would be the most likely form?

E. Negative imperative sentences

When you tell someone not to do something, you must use the intensive verb stem; eg. "Don't go!" would be a ur t:d:u (see S3.1). Use the verbs in Table 9 in negative imperative sentences. How would you say "Don't gossip about people!" ("gossip" is siul g + object).

F. Two special quantifiers: k:u "each" and kul "all"

Both these particles can modify either noun or verb phrases, but in slightly different forms.

kul: has aggregative meaning. Modifying a noun in a genitive phrase, it means "all" or "the whole"; as an adverbial it means "altogether, entirely."

k:u has distributive meaning. Modifying the following noun in independent form, it means "each" or "every." As a VP prefix it indicates two simultaneous actions in progress (see S3.3).

Aggregative		Distributive	
kul: n tq:bilt	"the whole tribe"	k:u taq:bilt	"each tribe"
kul: w:as	"all day"	k:u^{y}as:	"every day"
kul: n-sn	"all of them"	k:u Ɣa/iuk:	"each one"
id:a kul:.	"He went entirely"	k:u it:d:u, it:t:a.	"As he was going, he was eating."

G. Plural nouns: recognition and formation

By now you probably recognize some words as sg or pl, m or f nouns by their characteristic beginnings and endings. Different form-classes of nouns have different characteristics; review them in S28.1-8, and learn several examples from each class.

Learn both the sg and pl forms of new nouns as you encounter them. For nouns not in the lexicon, form the plural by analogy to the classes in S28; you will probably be understood and corrected even if there is an internal vowel change you didn't know about.

I. Time words, phrases, and clauses

Nouns, adverbials, and even a verb or two used to designate points or stretches in time, or temporal relationships, are grouped here or referred to in other lessons.

Time in general: three nouns of Arabic origin cover different aspects of the concept we label "time."

lwqt	ur ɣuri lwqt.	"I don't have time."	(commodity)
lmṛt	Ma l lmṛt iaḍn.	"Some other time."	(occasion)
lḥal	iu:a lḥal.	"The time has gone."	(circumstance)

Cyclical time units: (hours, days, months, years) can be named by proper nouns, quantified, or identified in relation to the cycle (Sunday; 2 days; today).

Time of day/night cycle:
  Clock time: see L7, Appl. b; L8.4 and Appl. c, d.
  Prayer times, meal times: see L14 and 15, cultural notes.
Days in relation to today (as:a): see L6.5
Days of the week (s:imana): see L6.6
Month (aiur = "moon"): (cf some Muslim months in L27 CN)

January	N:ayr	July	Yulyuz
February	K^{w}brayr	August	ɣušt
March	Meṛs	September	Šutanbir
April	Ibril	October	Šṭubṛ
May	May:u	November	N:wanbir
June	Yunyuh	December	D:užanbir

Seasons (lmnazil): see L19 cultural notes
Year (asg:^{w}as); next year (imal).

Time relative to present or to other times:

long ago	z:man, taânḥal, zik:, uahua	
early	zik:	
just now	amšin:a ; idmad	
already	iad	
still, yet	sul (verb): isul lḥal "there's still time"	
right now	dyi	
pretty soon	šwi šwi (= "little by little")	
forever	dima	
before ___	qbl + NP	qbl imnsi "before dinner"
	qbl + VP inf	qbl ad im:t "before he died"
"	dat ~ zat + NP	
after ___	tf:ir + GP	tf:ir imšli "after lunch"
between ___ and ___	ingr + GP	ingr l luḥda d ž:už "between 1 and 2 o'clock"
until ___	al: + NP	al: tadg:^{w}at: "till evening"
	al: + VP	al: if:u lḥal "until time changes (to new day)"
in ___	g + time noun	g D:užanbir "in December"
	Ø + time noun	anbdu "in summer"
around ___	ɣr + time noun	ɣr tadg:^{w}at: "toward evening"

Time when (specified by another proposition): see time clauses with l:ig "when (in past)" and ad:ai "when (in future)", in S17 and in second review, F.

LESSON 13 (Reel 13, slides 86-109)

L13 PREPARATION

a. Preview the forms of adjectives in S25. What would happen to the final n of a plural adjective after l, r, or n?

b. Verbs which start with s: and take direct objects are likely to be causatives (S20). Is s:nw "cook (something)" causative? Predict the base verb and check it.

c. Find the meanings of these verbs: asi (d), awi (d), âm:ṛ, drus, fr:y, gr, sul, x̌f, zrb.

d. Write sentences meaning "He gave it (m) to him"; "He will bring them tea."; "He carried it hither to Zaid." See S3.4 for position of movable affixes, S5 for order.

e. Set the projector on slide 86; turn it on for Band 3.

L13.1 Adjectives and regular nouns: masculine sg, pl (3:22)

An adjective that modifies a noun follows the noun and agrees with it in number and gender. The form of adjectives in the same as the independent form of regular nouns: the singular begins with an a- ; the plural has an i- instead of a-, and a suffix -n. The adjective meaning "small," amẓ:ian, is a good example: when it modifies a plural noun, it has the form imẓian:. "Little lamb" would be ara amẓ:ian ; "little lambs" would be aratn imẓian: . The formation of noun plurals is much more complicated. So in this exercise, just concentrate on hearing the singular form of the adjective; then when Bufz:a gives the plural noun, supply the plural adjective. Then he will give the correct adjective. Number 1 is an example. (Cover the answers and try to predict them.)

Pattern:	Noun + Adj sg		Noun + Adj Adj pl
1. (small boy)	lâil amẓ:ian	--	luašun imẓ:ian:
2. (small lamb)	ara amẓ:ian	--	aratn imẓ:ian:
3. (black bucket)	aga abx:an	--	agatn ibx:an:
4. (black sheep)	aḥuli abx:an	--	iḥulin ibx:an:
5. (white teapot)	abr:ad aml:al	--	ibr:adn iml:al:
6. (clear glass)	lkas aml:al	--	lkisan iml:al:

L13.2 Longer imperative sentences: calls (4:15)

This simple exercise allows you to respond to a request to go and say to so-and-so "Come here." In your response you should call to the person named in the request, and then use the verb-like imperative aura. For example, when Buâz:a asks you to go and say to Muḥa "Come here!" you would say: a Muḥa! aura. Then you will hear Zaid give the correct response; repeat it after him both times he says it. Towards the end of the exercise, when Buâz:a says "go and say to your father 'Come here!'", respond only if the request is addressed to a person of your sex.

Pattern: S respond	R repeat R repeat
d:u, inas i Muḥa 'aura'.	a Muḥa! aura.
d:u, inas i Iṭ:u 'aura'.	a Iṭ:u! aura.
d:u, inas i Ḥad:a 'aura'.	a Ḥad:a! aura.
d:u, inas i Âiša 'aura'.	a Âiša! aura.
d:u, inas i Faḍma 'aura'.	a Faḍma! aura.
d:u, inas i Ḥd:u 'aura'.	a Ḥd:u! aura.
d:u, inas i Zaid 'aura'.	a Zaid! aura.
d:u, inas i Buâz:a 'aura'.	a Buâz:a! aura.
d:u, inas i b:aš 'aura'.	a ib:a! aura. (MALE RESPONDS)
d:u, inas i b:am 'aura'.	a ib:a! aura. (FEMALE RESPONDS)

Note: The full form for "say to him" is iniYas.

L13.3 Orientation particles with relative pronoun ay (slides 86-94) (4:38) * 86

You've used the proximate and remote particles as endings for nouns: the ending -a or -ad for proximity as in "this man" argaz-a, and the ending -in: for remoteness as in "that man," argaz-in:. The same particles combine with the relative pronoun ay to form words meaning "this is"-- aya , or "that is" -- ayin:. You will use these words in this exercise. Zaid will name some object used in making mint tea; repeat the name of the object to help you remember it. Then Buâz:a asks, "What is this?" as if he hadn't understood Zaid. Don't repeat Buâz:a's question but answer him by naming the object and adding aya. When Zaid refers to some more remote object, and Buâz:a asks "What's that?" answer with ayin:. In each case, Zaid gives the correct answer twice, for you to repeat.

Pattern: S repeat	Q reply	A repeat A repeat	
ha ṣ:iniya.	mat:a aya?	s:iniýa aya.	
ha lkisan.	mat:a aya?	lkisán aya.	87
ha abr:ad.	mat:a aya?	abr:ád aya.	88

ha tar:biât.	mat:a uya?	tar:bíât aya.	89
ha taz:nbil:t	mat:a uya?	taz:nbíl:t aya.	90
ha z:if l lkisan	mat:a uya?	z:if l lkisán aya.	91
haun: lmqraš.	mat:a uyin:?	lmqráš ayin:.	92
haun: lmžmr.	mat:a uyin:?	lmžḿr ayin:.	93
haun: r:abus	mat:a uyin:?	r:abús ayin:.	94
			95 **

L13.4 Zaid and Buâz:a episode 5: the tea ceremony in a tent. Sentences (5:10)

The ritual of making and drinking hot, sweet mint tea is an important part of Moroccan hospitality. Mint is called n:ânaâ. When Zaid and Buâz:a enter the tent, the servant Ḥmidu brings the tea utensils. The word for utensils is ifš:ka. Zaid is going to make the tea. The water (aman) is not boiling, so Ḥmidu puts the kettle on the fire. Zaid and Buâz:a are in a hurry, so while the water heats Zaid checks the supplies. There is mint, but the sugarbox is empty. The verb meaning 'to be empty' is ar ; here it has the form ura. Also the tea is scarce in the teabox. The verb meaning to be scarce or few is drus. Ḥmidu brings tea and sugar; then the water boils and he brings it to Zaid. Zaid fills the teapot and Ḥmidu takes it to the charcoal brazier, which is called lmžmr. When the tea boils up, he brings it back to Zaid. The herdsman is waiting on the guests. The verb meaning "wait on (someone)" is sx:r.

Each sentence is followed by a pause, during which you may repeat. You may follow along in the book if you wish.

1. ikšm Zaid d Buâz:a yr s axam n Muḥa .
2. iiwi-d Ḥmidu ifš:ka i Zaid.
3. l:a it:g:a Zaid at:ag .
4. ur nwin uaman .
5. iga Ḥmidu lmqraš xf,lâafit .
6. izrb Zaid d Buâz:a .
7. il:a n:ânaâ .
8. ur il:i s:k:War g tar:biât .
9. ura tar:biât .
10. idrus uat:ag g taz:nbilt .
11. iiwi-d Ḥmidu s:k:War d uat:ag i Zaid.
12. nwan uaman .
13. âm:ṛ Zaid at:ag .
14. iga Ḥmidu abr:ad xf lmžmr .
15. l:a ing:Wa ubr:ad .
16. inwa ubr:ad .

17. lusi-d Ḥmidu abr:ad i Zaid.
18. l:a it:šx:ar Ḥmidu xf Zaid.
19. amsx:r ag:a Ḥmidu.
20. l:a t:sx:ar: imksauṇ xf ingbaun.

L13.5 Zaid and Buâz:a episode 5. Narrative (2:40)

Since there is much fetching and carrying in this narrative, several verbs are used with the d of proximity indicating action directed toward someone. Ḥmidu gives Zaid the tray and glasses; to 'give here' is šf plus d. Ḥmidu brings sugar and tea; to bring is awi plus the d. He carries the water to Zaid; to carry hither is asi plus d.

Listen for comprehension. You may follow along in the book if you wish.

ikšm Zaid d Buâz:a γr s axam n Muḥa . in:a-s Zaid i Ḥmidu ad asn-d-išf lfš:ka w:at:ag. išf-as-d ṣ:iniya d lkisan ; l:ig t-isal xf uaman , in:as sul: ur nwin. ig lmqraš xf lâafit , in:a-s Zaid ad iṣuḍ i uaman âla ḥq: zrbn . n:ânaâ il:a , tar:biât: n s:k:ʷar tura, id: at:ag idrus .

iiwi-d Ḥmidu s:k:ʷar d uatag , iasi-as-d aman i Zaid ad iâm:ṛ at:ag. l:ig igra Zaid at:ag d n:ânaâ d s:k:ʷar g:ʷbr:ad , iâm:ṛ-t s uaman , išfa-s-t i Ḥmidu at:-ig xf lmžmr ad inw. l:ig inwa ubr:ad, iusi-t-id Ḥmidu i Zaid ad ifr:y .

L13.6 Zaid and Buâz:a episode 5. Dialogue (slides 95-109) (3:15)

* 95

After a brief synopsis, Zaid begins the dialogue by telling Ḥmidu what to do, using many imperative sentences. Ḥmidu responds in different ways: with 'okay' -- uax:a, or with the pointing demonstrative haʸaš or the handing demonstrative aγaš. At one point he just says 'wait a bit' -- ṣbr šwi.

Now close the book and try to comprehend the dialogue as you watch some of the action on slides.

Synopsis: ikšm Buâz:a d Zaid s axam n gmas n Zaid ;
ufan-t-in: ur il:i . iq:im Zaid ad ig
at:ag ; iγras i umsx:r .

Z. a Ḥmidu ! awi-ax-d lfš:ka , ang at:ag .
H. haʸaš ḥâad ṣ:iniya d lkisan. 96

Z. awi-d aman is nwan ! 97
H. sbr šwi ad gx lmqraš xf lâafit. 98
Z. ṣuḍ dyia, hatin: nzrb. 99
H. uax:a. 100
Z. is il:a nânaâ ? 101
H. il:a. raâu is il:a s:k:ʷar g tar:biât ?
Z. ualu, tura. ur digs ša. 102
H. uax:a , ad aš-d-awix s:k:ʷar .
Z. idrus ag:ʷd uat:ag.
H. at:-id-awix . (< ad t-id-awi-x)
Z. ayaš taz:nbil:t 103
H. hayaš , haʸat:ag, ha s:k:ʷar. 104
Z. iwa, awi-d aman is nwan. ....
H. nwan.
(igra Zaid at:ag d nânaâ d s:kʷar g:ʷbr:ad. 105
Z. asi abr:ad, g-it ad inw. 106
H. uax:a .. ...
Z. asi r:abus, ṣuḍ i-ubr:ad. 107
H. ṣafi , inwa. 108
Z. awi-t-id an fr:y. 109
**

L13 CULTURAL NOTES (on tape): Izlan about tea, sung by young men at home (3:52). Some of the stanzas are published in Research in African Literatures Vol. 4, No. 2, pp. 146-7 (1973).

L13 APPLICATIONS

a. Use the noun phrases (Noun + Adj) of L13.1 as subjects of sentences; eg. lkas aml:al, uin:u ag:a "The clear glass is mine." Use the adjectives with other nouns.
b. In shopping or ordering food or drink, use the verbs awi and šf : awi-id kilu n s:k:ʷar "Bring me a kilo of sugar."; šf-il ša w:at:ag. "Give me some tea."
c. To check your understanding of the episode, reconstruct full sentences from the narrative in L13.5 by putting in the full noun instead of (or in addition to) the pronouns. Eg. išfas-d Zaid ṣ:iniya d lkisan i Ḥmidu.
d. Review slides 95-109 with someone; identify the activities and objects mentioned in the dialogue, and identify the people and their locations.

e. Construct sentences meaning "Did you bring us sugar? Is there some sugar, or is it scarce? Has the water boiled, or not yet? Is the kettle empty, or not?"

LESSON 14 (Reel 14, slides 95-110)

L14 PREPARATION

a. Be sure you know the words in the dialogue of L13.6.

b. Which verbs in the episode take indirect objects? See S12.2 for questions involving indirect objects.

c. Review the feminine sg and pl form of adjectives and regular nouns (S28.5).

d. Read the text in L14.6 and identify key words.

e. Set the projector on slide 95; turn it on for Band 2.

L14.1 Zaid and Buáz:a episode 5. Dialogue, pauses (3:50)

Here is the teapot-home incident again. In an interlude, a voice describes what Zaid puts in the teapot. Each sentence is given only once. Choose a role, or repeat all the sentences if you wish. You may follow along in the book (the text is in L13.6).

L14.2 Zaid and Buâz:a episode 5. Dialogue (slides 95-109) (2:53)

*
95

Now close your book and watch. Although the action shifts back and forth between the guests' side of the tent and kitchen side as Ḥmidu goes back and forth, note that the psychic center for all of the speakers is the guests's side. This is indicated by the use of the d particle of proximity with the verbs whose action is directed toward Zaid, and also the absence of this particle with the verbs whose action is directed away from him.

110
**

L14.3 Questions focused on the indirect object (4:07)

These are m-questions focused on the indirect object: that is, the question asks "to whom?" or "to what?" The answer can be simply an indirect object phrase, that is, i plus the object noun. "To Zaid" would be i Zaid.

The question is asked twice; try to answer it. The simply answer follows, given twice. Repeat it. Then the full answer is given twice, followed by a pause for you to repeat it. The full answer is a sentence focusing on the indirect object.

Try it with your books closed if you can. Number 1 is an example.

Pattern: Q Q reply A A repeat A' A' repeat

1. may-mi ix̌fá Ḥmidu ifx̌:ka w:at:ag ?
   i Zaid.
   Zaíd a(y)-mi ix̌fa Ḥmidu ifx̌:ka w:at:ag .
2. ma(y)-mi ig̣ụḍ Ḥmidu ?
   i ubr:ad .
   abr:ád a(y)-mi ig̣ụḍ Ḥmidu.
3. ma(y)-mi d-iiwi Ḥmidu s:k:^{W}ar ?
   i Zaid .
   Zaíd a(y)-mi d-iiwi Ḥmidu s:k:War .
4. ma(y)-mi d-iusi Ḥmidu abr:ad ?
   i Zaid.
   Zaíd a(y)-mi d-iusi Ḥmidu abr:ad .

L14.4 Orientation particles with verbs for bring, take (5:00)

You have frequently heard the verb for "go"--d:u, used with the proximate particle -d to mean "come." This proximate particle -d, or -id, is added to many other verbs in the same way, to indicate action oriented toward the speaker's actual or psychological location. The remote particle of orientation, -n: or -in: , is used less often. Both are used in this exercise, to illustrate opposite viewpoints of two people commenting on the same action. Picture to yourself Mimuna sitting in the kitchen side of the tent, where the tea things are kept and the charcoal brazier is and Zaid sitting on the other side of the tent, making the tea; while the servant, Ḥmidu, goes back and forth between them, fetching and carrying. Mimuna says, for example, "Ḥmidu took the tea things; he took them." Zaid says, "Ḥmidu brought the tea things; he brought them." To get the proper orientation, you might choose just one role, and repeat either Zaid's sentences or Mimuna's. The full sentence is given twice; repeat it the second time. Repeat the short version both times it's given. Remember which side of the tent you're on.

Pattern: S S repeat R repeat R repeat

M. iiwi-n: Ḥmidu ifx̌k:a uat:ag. iiwi-tn-in: .
Z. iiwi-d Ḥmidu ifx̌k:a uat:ag. iiwi-tn-id .

M. iusi-d Ḥmidu tar:biât n s:k:War iusi-t:-id .
Z. iusi-n: Ḥmidu tar:biât n s:k:War iusi-t:-in: .

M. iiwi-n: Ḥmidu s:k:^{W}ar. iiwi-t -in: .

Z. iiwi-n: Ḥmidu taz:nbil:t uat:ag. iiwi-t:-in: .
M. iiwi-d Ḥmidu taz:nbil:t uat:ag. iiwi-t:-id .

Z. iiwi-n: Ḥmidu abr:ad. iiwi-t -in: .
M. iiwi-d Ḥmidu abr:ad. iiwi-t -id .

L14.5 Adjectives and regular nouns: feminine sg, pl (2:47)

The adjectives which were used in Reel 13, Band 1, with masculine singular and plural nouns will be used here with some feminine singular nouns. You can supply the feminine plural form of the adjective, by listening for the singular form, changing the vowel following initial t from letter a to i, and then substituting the plural ending -in for the final feminine sg -t. For example the sg adjective meaning "dark" or "black" would be tabx:ant but when it modifies a feminine plural noun, it would be tibx:anin. Listen now for the singular noun phrase, and when Buâz:a gives the plural noun, try to add the plural form of the adjective. Then you will hear Buâz:a give the correct form. (Cover the answers.)

Pattern:	Noun + Adj sg	Noun + Adj	Adj pl
"black goat"	taɣ:aṭ: tabx:ant	-- tiɣṭ:n	tibx:anin
"black tent"	taxant tabx:ant	-- tixamin	tibx:anin
"white ewe"	tixsi taml:alt	-- ul:i	timl:alin
"white turban"	r:zt taml:alt	-- r:z:at	timl:alin
"small girl"	tarbat: tamẓ:iant	-- tirbatin	timẓ:ianin
"small house"	tad:art tamẓ:iant	-- tad:rwin	timẓ:ianin

L14.6 "Imaziɣn are Muslims," by Muḥmd Râamuš (5:17)

This text was written in 1969 for a course in Tamaziɣt. It outlines some of the ideals and customs of the Imaziɣn which are based on the religion of Islam. It is translated as follows:

As true Muslims, Imaziɣn observe their religion: they pray, they fast during the month of Ramadan. They are not to drink liquor nor to eat meat of the pig, nor to play cards, nor to do anything which God has forbidden. They are not to do anything except what is permitted by religion.

Even if they don't know how to read, they have the (Quranic) teachers, who make understood the word of God and the prophet. Each village has in it a teacher, and a mosque. The teacher prays with people and teaches the Qoran to the children.

Follow along in your book as Buâz:a reads the text slowly; you may repeat the sentences in the pauses.

Imaziɣn Inslmn ay gan. Inslmn iḥqaqiin. l:a ḥḍ:un d:in-nsn, l:a t:ẓal:an, ar t:aẓumn Rmḍan. ur da s:an š:ṛab, ula da t:t:an aksum uḥl:uf, ula da t:lâabn lqʷm:r, ula da t:g:an ayn:a is:ḥṛm Ṛb:i. ur da t:g:an ɣas ayn:a iḥl:an.

mɣar ur s:in: ad ɣr:, l:an ɣursn lfuq:aha. lfuq:aha, l:a s:fhamn awal n Ṛb:i d n:bi. k:u iɣrm, ll:a digs iun lfq:ih, till digs iut n-tmzgida. lfq:ih, l:a it:ẓal:a s md:n, ar is:qṛa Lq:uran i luašun.

Now the same text is read at normal speed. Close your book and listen for comprehension.

L14 CULTURAL NOTES (on tape): Time of day; the Friday prayer (Slide 110) (5:25) Vocabulary: * 110

Times of day designated as prayer-times: (seven)

lfžr	first light	lâaṣr	late afternoon
ṣ:bḥ	after sunrise	lmɣrb	sunset
ḍ:uhr	midday	lâša	after dinner
š:fâ	in the night		

ṭ:ikuk	fly that bites cattle
ṭ:hr	time to bring cattle to shade after early morning grazing

**

L14 APPLICATIONS

a. In shopping, working or eating with people, you can now reply to awi-d or šf-i (Bring me, Give me), with the verb asi "take" or the handing demonstrative aɣa- or haya- (see S10). Eg. awi-d ṣ:rf "Give me change." aɣaš "Here!"

b. Reenact the tea-making episode as you remember it.

c. Prepare and ask someone questions based on L14.6; find out if there is a mosque in the town, etc.

d. Use verbs learned in this lesson, in this rotary drill, with an appropriate complement (DO, IO, etc.--see S5).

A tells B "Tell C to Verb."	m)	iniɣas i C ad i fr:ɣ.
	f)	at: fr:ɣ.
B tells C "C, verb!"		a C, fr:ɣ!
C asks "Shall I verb?"		is ad fr:ɣ x?
B asks C "Are you going to verb?"		is at: fr:ɣ d?
B comments "C still hasn't verb-ed."		isul C, ur i fr:iɣ.
		tsul C, ur t fr:iɣ.
B reports "At last, C has verb-ed."		ṣafi, i fr:ɣ C.
		" t fr:ɣ C.

e. Find out the terms for colors by asking about things: lḥaž:t-u, mat:a l:un-ns? "This thing, what the color of it?" (Note: there are special terms for colors of horses)

LESSON 15 (Reel 15, slides 111-130)

L15 PREPARATION

a. Use the adjectives and nouns of L13.1 and L14.5 in different combinations: small tent/bucket/glass/teapot; white house/lamb.

b. Preview the forms of locative phrases in S6.3 and 4, and of locative words like dis: in S6.1.

c. Preview adverbial clauses of purpose (taḥma), of past time (l:ig), and of cause (âla ḥq:), in S17.

d. Review causative verbs (S20); find meanings of s:fsi, smrara, s:ird, snât, suča (intensive stem of sč).

e. Identify meanings of the verbs of holding and carrying, asi and awi, as seen in L14.4 with particles d and n:.

f. Set the projector at slide 114; turn it on for Band 2.

L15.1 Making the adjective agree with the noun (4:30)

You have practiced producing the m sg and pl forms of the adjective in L13, and the f sg and pl forms in L14. This exercise is similar, except that both masculine and feminine nouns are used; it will be up to you to recognize the gender of the noun and to produce the appropriate form of the adjective. First Buâz:a gives the noun phrase in the singular, that is, a singular noun and an adjective that agrees with it in number and gender. Then he gives the plural noun. You supply the plural adjective in the appropriate gender. Number one is an example.

Pattern: Noun + Adj -- pl Noun + pl Adj pl Adj

1. taγaṭ: tabx:ant -- tiγṭ:n __________ tibx:anin
2. ara amẓ:ian -- aratn __________ imẓ:ian:
3. tarbat: tamẓ:iant -- tiširatin __________ timẓ:ianin
4. aga abx:an -- agatn __________ ibx:an:

The formation of adjectives is so regular that if you hear a plural adjective, you should be able to form the singular from it. Try it with these familiar adjectives. Buâz:a will give the plural noun phrase, then the singular noun. You supply the singular adjective.

Pattern: Noun + Adj pl sg Noun + sg Adj sg Adj

1. ul:i timl:alin -- tixsi __________ taml:alt
2. tad:rwin timẓ:ianin -- tad:art __________ taml:alt
3. iḥulin ibx:an: -- aḥuli __________ abx:an
4. tixamin tibx:anin -- taxamt __________ tabx:ant

L15.2 Locative noun phrases (Slides 111-113) (6:53)

* 111

Location is often expressed by a locative phrase that uses a locative noun rather than a regular preposition such as dig or γur. Here are

Some examples of locative phrases used by Zaid, to describe the location of the things he and Ḥmidu used in making mint tea. Since the context and the objects are familiar to you, you may be able to pick out the locative words yourself, as you repeat each sentence twice. Put yourself in Zaid's place now as he says "I sat down to make tea; here are the tea things in front of me." When I ask a question, try to answer with the locative phrase. 111

Pattern: F: Where is X ? Zaid: ha X, locative phrase
S repeat S repeat
F: Where is it? reply=locative phrase

Z. q:imx ad gx at:ag.

F. Where are the tea things?

Z. han ifš:ka w:at:ag dati.

F. Where are they? ______ dati.
mani ṣ:iniya?

Z. han ṣ:iniya, dati.

F. mani ṣ:iniya? ______ dati.
I mani lkisan?

Z. ha lkisan, afl:a n ṣ:iniya.

F. mani lkisan? ____________ afl:a n ṣ:iniya.
I mani abr:ad?

Z. han abr:ad, afl:a n ṣ:iniya.

F. mani abr:ad? ______________ afl:a n ṣ:iniya.
I mani tar:biât: n s:k:War ?

Z. han tar:biât: , tama-ns.

F. mani tar:biât: ? ___________ tama-ns .
I taz:nbil:t ?

Z. han taz:nbil:t, tama-ns.

F. mani taz:nbil:t? _________ tama-ns, maâna,
tama n ṣ:iniya.

Now you put the teatowel over all of them. "Teatowel" is z:if l lkisan. What did you do? 112

Z. gix z:if l lkisan nigasn kul:.

H. mani tgid z:if l lkisan? _______n:igasn; maâna,
n:ig n ṣ:iniya.

Now look over there beyond the ṣ:iniya. There's the charcoal brazier. The teakettle is on top of it. The bellows are this side of it. The servant is sitting beside it. 113

(113)

mani lmžmr ?
Z. haun: lmžmr, unin: i ṣ:iniya.
H. mani lmžmr ? ______________ unin: i ṣ:iniya.
I mani lmq:raš?
Z. haun: lmq:raš, afl:a l lmžmr.
H. mani lmq:raš ? ______________ afl:a l lmžmr .
I mani r:abuz?
Z. haun: r:abuz, iwrd i lmq:raš.
H. mani r:abuz? ______________ iwrd i lmq:raš.
I mani amsx:r ?
Z. haun: amsx:r, iq:im tama l lmžmr.
H. mani amsx:r ? ______________ tama l lmžmr. **

L15.3 Zaid and Buâz:a episode 6: A snack is served and eaten in the tent. Independent sentences (4:30)

Meanwhile, back in the tent, Mimuna comes over to the guests and greets Buâz:a. She finds that Zaid hasn't poured the tea yet. The word for "not yet" is altu (in a negative sentence). Because they are in a hurry, Zaid pours the tea back and forth in a glass until the sugar melts. The verb meaning "be in a hurry" is zrb. Hunger was killing them. "Hunger" is laẓ. Ḥmidu brings the washbasin and people wash their hands. The verb meaning "wash" is s:ird. Then he brings in the food, uči, and the guests eat: č. Mimuna doesn't eat, she had just eaten. The guests eat their fill; they finish the food. The verb meaning 'finish' is šm:l. Ḥmidu takes the table away and brings the washbasin. People wash after eating.

Here is the episode broken up into short, independent sentences. Each one followed by a pause in which you will repeat. Follow along in the book if you like.

1. tkšm Mimuna xf ingbaun-ns .
2. tsl:m Mimuna xf Buâz:a .
3. ur ifr:iγ Zaid at:ag altu .
4. ur ifsii s:k:ʷar altu .
5. ismrara Zaid at:ag .
6. ifsi s:k:ʷar .
7. ifr:γ Zaid abr:ad .
8. zrbn md:n .
9. inγa ḷaẓ md:n .
10. iusi-d Ḥmidu ṭ:as .
11. s:irdn ingbaun ifas:n-nsn .
12. išfa Ḥmidu uči i mid:n .
13. l:a t:t:an ingbaun .
14. l:a it:b:i Zaid aγrum .
15. ur da t:t:a Mimuna.
16. tča Mimuna iad .

17. ǧlun: ingbaun .
18. šm:l: ingbaun uči .
19. iusi Ḥmidu ṭ:bla .
20. iusi-d Ḥmidu ṭ:as .
21. s:irdn md:n tf:ir w:uči .
22. l:a s:iridn Imaziγn tf:ir w:uči.

L15.4 Zaid and Buâz:a episode 6. Narrative.(3:43)

To link the sentences into a connected discourse, the narrator uses words like "because" -- âla ḥq:, and "in order to," taḥma, and l:ig, meaning "when in the past." Other sentences are linked by using the verb prefix ar , where we would use "and" in English.

Listen now to the narrative. Follow along in the book if you wish.

tkšm-d Mimuna xf ingbaun-ns ; tsl:m xf Buâz:a âla ḥq: tsul ur is:-tžmiâ altu. l:ig t:ufa Zaid isul ur lfr:iγ , tn:a-s ad lfr:γ, taḥma ad asn-d-tšf ad čin , il:a-n: ḷaẓ in γa-tn . il:a n:it ag:ʷd Zaid izrb .

l:ig lfr:γ Zaid, suin at:ag . tn:a-s Mimuna i Ḥmidu ad asn-d-išf i mid:n ad s:irdn ifas:n-nsn ad čin . ur iufi Ḥmidu lfuṭa , ar t:-it:raâa , tsnât-as-t: Mimuna , iusi-asn-d i ingbaun ṭ:as ad s:irdn . l:ig s:irdn md:n ifas:n-nsn , iusi-asn-d Ḥmidu uči , bdun ingbaun ar t:t:ṣn . id: Mimuna d Ḥmidu, ur γiin i may t:t:an ; iufa-tn-id lḥal fḍr: iad .

tq:im Mimuna ar tsuča ingbaun-ns , ar as-t:ini i Zaid ad ib:i aγrum i ungbi . l:ig šm:l: , n:an-as i Mimuna , "Ḷ:ah ižâl lbaraka ," išfa-sn-d Ḥmidu ad s:irdn ifas:n-nsn .

L15.5 Zaid and Buâz:a episode 6: Dialogue (Slides 114-130) (3:52)

* 114

You will see and hear Mimuna come over to greet the guests and supervise the serving of the food. She brings some butter -- udi. Zaid has not yet poured the tea. The meaning 'not yet' is expressed here by the verb sul plus a negative sentence. When Mimuna calls Ḥmidu to bring the washbasin, he has to look around for the towel, lfuṭa. Mimuna tells him it is 'there by you.' There by you is γid: . Buâz:a excuses himself by saying hašaš to the servant who pours out water for him to wash;

the servant replies âz:k ḷ:ah. Other polite phrases follow after the meal. Now close your book and listen.

Synopsis : tkšm-d Mimuna xf ingbaun-ns, taf-d
Zaid, isul ur ifr:iγ at:ag .

M. sbaḥ lxirat.

Z,B. sbaḥ lxir.

M. a may tânid ? (i-Buâz:a)

B. labas -- may tânid?

M. labas. iwa is tsuld ur tfr:γd, a Zaid ? 115
iwa fr:γ ! il:a-n: ḷaẓ , inγakᵂn.

Z. aǰ ad smrarax, ad is:fsi s:k:ᵂar. nl:a nzrb,
ag:ᵂa nk:ᵂni.
(ismrar Zaid at:ag̣ ifr:γ-t , suin-t.) 116

M. Ḥmidu ? awi-asn-d i mid:n ad s:irdn. 117

Ḥ. nanig tl:a lfuṭa ? 118

M. haš-t:-in , tugl dis: . raâa ṣ:abun, is
il:a g ṭ:as n:a ? 119

Ḥ. a ur digs ša. 120

M. iwa asi-t-id zg s:nḍuq. 121

Ḥ. aγaš at:s:ird: . 122

B. bismil:ah. (is:ird Buâz:a , in:as i-Ḥmidu:)

B. ḥašaš, a ṣidi.

Ḥ. âz:k ḷ:ah. 123

M. asi-d ṭ:bla , a Ḥmidu. 124

Ḥ. uax:a. (iwi-asn-d Ḥmidu ṭ:bla) 125

M. b:i aγrum , a Zaid.

Z. iwa , auriwat at:čim . 126

M. lalal . γas čat . amšin:a nfḍr. 127

Z. iwa un:a tram. (šm:l: ingbaun uči) 128

M. iwa, čat. iwa zaidat šwi. inas i-ungbi ad
ič, a Zaid. 129

B. čix. ḷ:ah iǰâl lbaraka.

M. iwa bṣ:ḥa-n:un.

Z. Ṛb:i ad ixlf.

M. iwa inaff-kʷn. (i Ḥmidu) iwa asi-n: ṭ:bla,
a Ḥmidu, ˇf-asn-d i mid:n ad s:irdn. | 130 **

L15 CULTURAL NOTES (on tape): Mealtimes; wheat, bread; feeding the workers (5:25). Vocabulary:

lawq:at w:uči	"the times of food; mealtimes"
fṭr	"eat" (especially breakfast, first meal)
lfṭur	"breakfast"
afṭ:al	"couscous" (wheat cereal, steamed)
aγrum	"bread"
ahlab	"corn couscous"
imǩli	"midday meal" (cf. ǩl "spend the day")
al:as	"late afternoon snack"
imnsi	"evening meal" (cf. ns "spend the night")
mgr	"harvest"
tmtil	"impromptu dramatization, skit"
tamṭ:ut:-n:š	"your wife"
argaz-n:m	"your husband"

L15 APPLICATIONS AND EXERCISES

a. Use the adjectives you know (including color terms) to identify objects or persons you are talking about. See S24.2 for use of adjective in place of the noun phrase. Form new adjectives from stative (descriptive) verbs; eg. imq:ur urgaz "The man is big." -- argaz amq:ran.

b. Use mani "where?" to ask for location of objects or persons. The answer may be simply a pointing demonstrative; or it may be augmented by a locative word or phrase such as those in L15.2. See S6 for various forms of locative and other adverbials; use all you can in conversation.

c. Reenact the episode of Zaid and Buâz:a being entertained in the tent by Mimuna and Ḥmidu.

d. Practice the particles of orientation in this rotary drill (A and D together, some way from B and C):

A tells C "Bring water, C!"	awi __ aman, a C !
B tells C "Take water to A."	awi as __ aman i A.
C tells B "I'll take water to A."	ad as __ awix aman i A.
D tells A "C will bring you water."	ad aš __ iawi aman C.
f)	am
E comments from a neutral center: "C transported water to A."	iiwi C aman i A.

Change roles and repeat.

e. Identify the household objects in slides 114-130: ṭ:[illegible], ṣ:abun, lfuṭa, ṭ:bla.

LESSON 16 (Reel 16, slides 114-130)

L16 PREPARATION

a. Note the idiomatic uses of the verb nγ "kill," to express a bad effect on an object: inγa-t ša = "something is killing/ailing him." How would you say "Hunger (ḷaẓ) is killing me/you/you-all." ?

b. See note in L5.1 on Mimuna's pronunciation of l.

c. Study the questions in L16.3 (test yourself by covering the answers and trying to formulate the short answer).

d. Set the projector on slide 114; turn it on for Band 2.

L16.1 Zaid and Buâz:a episode 6. Dialogue, pauses. (15:02)

This dialogue was recorded again by the participants, speaking a bit more slowly and giving each phrase twice, with pauses in between for you to repeat. You may choose a role, or repeat all of it. Follow along in the book if you wish. A commentator supplies the snyopsis and several descriptive comments within the dialogue. (The text is in L15.4.)

L16.2 Zaid and Buâz:a episode 6. Dialogue (Slides 114-130) (2:57)

*
114

Close your book and imagine yourself a guest in the tent. An honored guest is often asked to make the tea; but at the very least he or she should make the appropriate polite responses. Try to join Buâz:a and Zaid in doing so.

130
**

L16.3 Zaid and Buâz:a episode 6. Questions focused on the adverbial of place. (5:34)

These m-questions are focused on the adverbial of place; they use the question word mani plus the preposition:

mani plus g means "where, in what place"	manig
mani plus γr means "to where" (= whither)	mani γr
mani plus zg means "from where" (= whence)	mani zg

They may be answered simply by a prepositional phrase, or a locative noun.

As before, the question is asked twice; try to answer it. The simple answer and the full answer are also given twice. Number 1 is an example.

Pattern: Q Q ______________ A repeat A repeat

1. manig tl:a lfuṭa? tama n Ḥmidu.

tugl tama n Ḥmidu.

2. mani zg d-iusi Ḥmidu ṣ:abun?   zg s:nḍuq.
   iusi-d Ḥmidu ṣ:abun   zg s:nḍuq.
3. mani zg d-id:a Buâz:a?   zg Midlt.
   id:a-d Buâz:a   zg Midlt.
4. mani γr ira Buâz:a d Zaid ad d:un?   γr S:uq l Lḥd:.
   ran   ad d:un   γr S:uq l Lḥd:.
5. mani γr id;a Muḥa?   ad ikrz.
   id:a Muḥa   ad ikrz.

L16.4 Question-word mani used without a preposition. (1:15)

The question word mani is often used in greetings without any preposition, to ask about someone. mani Muḥa can mean "How is Muḥa?" in a greeting context. Remember back when Aiša asked Muḥa mani tamṭ:ut-n:š, id: labas γurs? and he answered "She's okay." -- labas γurs.

Here a pair of examples. The question is asked twice. If it's addressed to a person of your sex, you can answer it by "labas γurs." Then you'll hear a model answer.

mani ib:am ?   (female) labas γurs.
mani ib:aš ?   (male) labas γurs.

L16 CULTURAL NOTES (on tape): Tent structure and uses; songs at a fête (4:20) Vocabulary:

axam	large black tent (goat hair and wool)
taxamt ~ taxant	smaller version of axam
aqiḍun, pl. iqiḍan	canvas tent (used by merchants)
ixamn imq:ur:in	great tents; great families
aflij, pl iflijn	long woven strips of tent fabric
aḷum:ar	curved wooden ridgebeam of tent
tirsal	tentpoles (2) which support ridgebeam
Š:ua	roast lamb (whole or quartered)

L16 APPLICATIONS AND EXERCISES

a. Find out where your acquaintences came from (use mani zg); where they are going (use mani γr); the location of various things (use mani g). Eg. mani g tl:a tad:art n Muḥa? (note the verb ili).

b. Reenact the scene in the tent, using the vocabulary of hosts and guests for greeting, washing, and serving.

c. Use verbs like q:im, s:ird, su, č, k:r, with plural subjects in this rotary drill:

A asks B and C "Haven't you Vb-ed yet?"
is tsulm ur t d:i m?

B replies "We still haven't Vb-ed."	nsul ur n d:i
C adds "Wait, we're going to Vb."	ṣbr, an d:u
D asks "Are you going to Vb?"	is at: d:u m?
E predicts "They're going to Vb."	ad d:u n.
F reports "At last, they've Vb-ed."	ṣafi, d:a n!

FOURTH REVIEW (Lessons 13-16)

A. Description: adjectives and stative verbs

You have now seen the use of stative verbs, to predicate a quality about a subject (eg. imẓiy Ḥmidu "H. is small"), and the use of adjectives, which are derived from stative verbs to modify nouns. Recall that the adjective agrees in number and gender with the noun, and often can replace it (S24.2). Use these stative verbs to ask questions about things and qualities:

âd:u	be plentiful	x:u	be bad, nasty
gd:a	be adequate	γudu	be pretty, handsome
drus	be scarce	ẓil	be good, nice, fine
sdid	be thin	ḥl:a	be permitted (by Islam)
qmr	be narrow	ḥṛm	be forbidden by Islam
zur	be fat	msus	be flat, savorless
γzif	be tall	adfut	be sweet-tasting
zwu	be dry	ḥṛ:	be hot, spicy, bitter
bzg	be wet	rṣuḍ	be bad-smelling
msid	be sharp	rxs	be cheap, good buy
γlu	be expensive		

B. Comparison without adjectives

Adjectives are not used for comparison. See S26 for several ways of comparing with verbs or particles. Compare objects for sale: which is prettier, cheaper, etc. Eg. mag:ufn, ua mad uan: ? "Which is better, this or that?"

C. Focusing an element of the sentence

If you are accustomed now to the neutral verb-first sentence order, you can use the focus transformation to put some noun phrase (subject, object, or other element) ahead of the verb for contrastive emphasis. Review the focusing rule (S7); practice with the sentences of L13.4 and L15.3, making as many focused sentences as you can. Eg.

17. iusi-d Ḥmidu abr:ad i Zaid. "H. brought the pot to Z."
 a. Ḥmidú ay d-iusin abr:ad i Zaid. (subject focused)
 b: abr:ád ay d-iusi Ḥmidu i Zaid. (object focused)
 c. Záịd a(y)-mi d-iusi Ḥmidu abr:ad. (indirect object)

D. SPATIAL ORIENTATION AND LOCATION

Location and direction of the speaker, the one spoken to or the thing or person spoken of, can be indicated in relative or absolute terms, by particles of orientation (S29) or by locative and directional adverbials (the most common are listed in S6). Review these, and use them in questions and answers. The primary verb for statements about location is ili.

For cardinal directions and right--left, see the vocabulary of L29 Cultural Notes. Road distance is measured in kilometers: Šhal n kulumatr ? "How many kilometers?" Getting directions in the country requires knowing topographical terms such as those in L20.4; to get more, ask mat:a uansayin: ? "What's that place?"

LESSON 17 (Reel 17, slides 131-140)

L17 PREPARATION

a. Review the ways of asking identity, in the first review, B. How would you ask about someone distant?

b. Note the varying forms: taxamt ~ taxant; other words with a m sg ending in m have n in its place in the f sg, under the influence of the -t.

c. What is the quantified noun in iut n:mṭ:ut: ? See the last two paragraphs of S27.3.

d. See some of the different forms and uses of the intensive verb phrase in S3.3. What is lxdn: ?

e. Set the projector on slide 131; turn it on for Band 6.

L17.1 Stative verbs, in third person sg m and f (5:27)

Stative verbs are the verbs from which adjectives are usually formed. They are used to predicate something about a subject. Just like other verbs they have a subject marker that agrees with the subject noun in person, number and gender.

The following 2-word sentences have verbs that have the regular subject prefix t- for f sg subjects. The subject noun as usual has its dependent form following the verb. As you repeat each sentence both times it's given, you may recognize the meaning because you already know the adjectives formed from these verbs.

The same stative verbs have the regular verb subject prefix i- for m sg subjects. The subject nouns following the verbs have their dependent forms as usual. Repeat each sentence both times it's given. (The first one of each set is an example.)

Pattern: S *repeat* S *repeat*	S *repeat* S *repeat*
Feminine subjects:	Masculine subjects:
1. tbx:in txamt .	ibx:in uxam .
2. tbx:in taγ:aṭ: .	ibx:in uaga .
3. tml:ul tixsi .	iml:ul uḥuli .
4. tml:ul tbr:at: .	iml:ul ubr:ad .
5. tmẓ:iy tbr:at: .	imẓ:ii Uẓṛu .
6. tmẓ:iy txamt .	imẓ:ii lâil .
7. tmq:ur tndimt .	imq:ur ubr:ad .
8. tmq:ur tmṭ:ut: .	imq:ur uxam .

L17.2 Interviews: identity, activities (intensive verb)

(2:22)

Buâz:a asks Zaid about someone: "Who's that? What is he (ethnically)? What's his name? and What does he do, in his work? What's he doing now?" The last two questions are about habitual or customary action, and action in progress, respectively. Both use the intensive form of the verb. Zaid asks Buâz:a a similar set of questions about a woman. Try to recognize the questions and note the appropriate answers, so that you could answer the same questions if they were addressed to you. Repeat the question, and the answer; each is given only once.

mat:a uan: ?	iuk: urgaz.
mag:ms?	Aẓay:i
mism-ns?	Muḥamd U Bn:asr.
i mada it:g: g lxdn:-ns?	aksáb ag:a.
ma da it:g:a dγi?	l:a is:aγ ul:i.
mat:a nt:at tan:?	iut n:mṭ:ut:.
may tms?	Tamarikaniit.
mism-ns?	Bat:i.
may da t:g:a g lxdn:-ns?	l:a ts:qra
may da t:g:a dγi?	l:a ts:aγ m:aṭiša.

L17.3 Action verbs in imperative sg and in perfect tense

(8:04)

Verbs are used in the perfect tense to describe a completed action or an accomplished state. Many verbs have a slightly different stem form for the perfect tense. You're already familiar with the verb for "go," which is *d:u* in the imperative singular but *id:a* in the 3d person perfect tense. Other verbs follow this pattern, or one of a limited number of patterns, for forming the perfect tense from the basic stem used in the imperative. For example, the verb for "sit" or "stay," *q:im*, gets a final vowel *-a* in the perfect: *iq:ima*, "He came." Likewise with the verb for "stand" or "stop," *bd:*. "He stopped" would be *ibd:a*.

The game plan for this exercise is this: You'll hear Bagui tell someone to do something. Then you comment that the person has done it, whatever he was asked to do. For example, when Bagui calls to someone named Buâz:a to come: a Buâz:a, aura! a Buâz:a, aura! then you will comment id:a-d Buâz:a. Then you'll hear Zaid's model comment; repeat it both times, to match his pronunciation.

pattern: S S	comment (pf)	R repeat	R repeat
a Buâz:a, aura!		id:a-d Buâz:a.	
kšm, a Buâz:a!		ikšm Buâz:a.	
a Muḥam:d, zaid!		izaid Muḥam:d.	
q:im, a Muḥam:d!		iq:ima Muḥam:d.	
k:r, a Ḥm:u!		ik:r Ḥm:u.	
a Ḥm:u, bd:!		ibd:a Ḥm:u.	
d:u, a Q̧s:u!		id:a Q̧s:u.	
a Q̧s:u, zri!		izri Q̧s:u.	
f:γ, a Ḥmidu!		if:γ Ḥmidu.	

Here's the same task, with a slightly different response form using the demonstrative han: (< ha + n:). Bagui tells Iṭ:u to come, enter, and so forth; for example, the following comment: han Iṭ:u td:a-d means "Here's Iṭ:u, she's come." Listen to the command and then try to make your own comments before Zaid gives the model answer.

aura, a Iṭ:u!	han: Iṭ:u td:a-d.
kšm, a Iṭ:u!	han: Iṭ:u tkšm.
zaid, a Iṭ:u!	han: Iṭ:u tzaid.
q:im, a Iṭ:u!	han: Iṭ:u tq:im.
k:r, a Iṭ:u!	han: Iṭ:u tk:r.
bd:, a Iṭ:u!	han: Iṭ:u tbd:a.
d:u, a Iṭ:u!	han: Iṭ:u td:a.
zri, a Iṭ:u!	han: Iṭ:u tzri.
f:γ, a Iṭ:u!	han: Iṭ:u tf:γ.

L17.4 Zaid and Buâz:a episode 7: the guests thank the hosts and take leave. Independent sentences (2:43)

In this short episode the guests, having eaten and drunk tea, prepare to leave. The servant gives them their shoes. This kind of shoes is called iburksn. They put them on and go out of the tent. The verb for "go out" is f:γ. Ḥmidu holds the dogs while Mimuna exchanges farewells with the guests. Then she returns to the tent. A verb meaning "return" is âaid. The guests go their way; each one goes to his own task. The idiom for "get to work" is d:u γr lhm: .

Here are the independent sentences, with pauses for you to repeat. You can follow along in the book if you like.

1. iča Zaid d Buâz:a .
2. suan ingbaun at:ag .
3. k:r: ingbaun .
4. zrbn md:n .
5. išfa umsx:r iburksn i ingbaun .
6. q:n: ingbaun iburksn-nsn .
7. f:γn md:n γr bṛ:a .
8. iumẓ Ḥmidu iḍan -- ḥaš udmaun.
9. tmṣafaḍ Mimuna d ingbaun-ns .
10. tâaid Mimuna γr s axam-ns .
11. d:an ingbaun ibrdan-nsn .
12. k:u ša id:a γr lhm:-ns .

L17.5 Zaid and Buâz:a episode 7. Narrative (2:36)

Several more idioms are used here: "They ate and drank" is čan suan. "They went their way" is d:un ibrdan-nsn, with the verb d:u which means to go or walk some distance. Note that whereas the verb "go" is used in the English idiom "go outdoors" or "go out" in Tamaziγt this idiom is formed not with d:u but with f:γ meaning 'go out.' The full idiom is f:γn γr bṛ:a. bṛ:a means outdoors, here; it also means out of town, or foreign.

Follow along in the book as you listen for comprehension.

čan ingbaun, suan , k:r: ad d:un ibrdan-nsn . išfasn-d Ḥmidu iburksn-nsn ; q:n: iburksn-nsn , f:γn γr bṛ:a . tn:a-s Mimuna i Ḥmidu ad iamẓ idi -- ḥaš udmaun -- ad zrin md:n .

l:ig f:γn, mṣafaḍn d Mimuna d Ḥmidu, n:an-asn, "L:ah inn:ikum"; k:u ša id:u . Mimuna tâaid γr s axam-ns ; ingbaun, d:an γr S:uq l Lḥd: .

L17.6 Zaid and Buâz:a episode 7. Dialogue
(Slides 131-140) (1:38)

* 131

Most of this dialogue consists of polite phrases required by the situation as Zaid and Buâz:a thank Mimuna for the hospitality, put on the shoes that Ḥmidu brings, and say farewell while Ḥmidu holds the dog -- ḥaš udmaun. Close your books and observe their behavior.

Synopsis: iča Buâz:a d-Zaid, suan. k:r: ad d:un
γr S:uq l Lḥd:

B. Ḷ:ah ižâl lbaraka. 132

M. akʷn inafâ. 133

Z. Ṛb:i ad ixlf.

M. ig-aun ṣ:aḥt. (to Ḥmidu:)
asi-aṣn-d iburksn i mid:n, a Ḥmidu!

Ḥ. uax:a. 134

B. ḥaš-aš.

Ḥ. âz:k Ḷ:ah. 135

M. Ḥmidu! amẓ igdi n:a (haš udmaun) ad f:γn mid:n. 136

- - - - if:γ Buâz:a d Zaid - - - - - - - - - - - -

B. Ḷ:ah ihn:ikum. 137

M, Ḥ. Ḷ:ah ihn:ik. 138

Z. q:imat g lman. 139

M, Ḥ. tmund d uaiḍ. 140

**

L17 CULTURAL NOTES (on tape): Comparisons and the evil eye; restricted words (3:50) Vocabulary:

ḥq:r	"compare, liken someone to another person or thing"
aḥq:r	"act of doing ḥq:r"
amḥq:r	"one who does aḥq:r (fem. tamḥq:rt)"
tazurart	"fat woman"
tabulxirt	"sow"
aâdil n tisnt	"bag of salt"
ur iḥli	"it's not good"
Ḷ:ah istr	"God protect!"
awal ur da it:una	"language which is not (to be) said"*
awal l lâib, awal l lḥšuma	"bad language, obscene"
buγrum*	"black iron skillet"
abaγus*	"monkey"
mžγiul*	"hyena"
anšt	"size"
al:n	"eyes"
aṣiaḍ	"hunter"
tizi	"hilltop"
awal	"word; speech"
uš:n*	"jackal"
šâab*	"fox"
tautult*	"rabbit"

L17 APPLICATIONS AND EXERCISES

a. Use the questions of L17.2 to ask about the identity, activities, and occupation of various people. How can you distinguish between current and habitual activity ? -- the intensive verb phrase is used for both.

b. Find the intensive stems of the verbs in L17.3 (in Table 9, S19.1). Use them to respond to the same imperatives, describing action in progress instead of completed:

eg. han: Iṭ:u, l:a d-t:d:u! "Here's Iṭ:u, she's coming!"
c. Retell the narrative of Zaid and Buâz:a episode 7, inserting the nouns where necessary to identify who you are talking about. What is mṣafaḍ? Who is the subject?
d. In the afternoon or evening, ask a friend to listen with you to Mimuna's cultural notes, and to fill you in on his generation's attitude toward "awal ur da it:una."
e. Use each of these phrases in turn, in the following rotary drill:

iuk: urgaz	"a man"	si(n) irgazn	"2 men"
iuṭ n tmṭ:uṭ:	"a woman"	snat n taičin	"2 women"

A asks B "Who'd you see at __?"	may tan:aid g ______ ?
B answers "I saw a man/woman."	an:aix ______ .
C asks "Who is that man ?"	mag:ms ______ -n:a?
woman ?"	may tms ______ -n:a?
D answers "He's an ______."	______ ag:a.
"She's a ______."	______ ay tga .
E asks "What was he/she doing?"	ma da ______ t:g:a din:?
F answers "He/she was ______."	l:a __ ______ .

LESSON 18 (Reel 18, slides 131-142)

L18 PREPARATION

a. Before pronouncing the dialogue of L17.6, note the conventional phrases used; see others in S15.

b. Review the use of the "narrative imperfect" in S16.1, and cf. examples of its use in L14.6 (il:a digs iun lfq:ih, tili digs iut n tmzgida) and in L18.6 (l:ant lḥwaiž n:a γifnx ifrḍn, ilint tin:a iḥrmn.)

c. The dialogue in L18.6 uses many verbs in participial form: ilan, ifrdn, iḥrmn, iγiin, iaḍhr:, etc. Review the uses of the participle in S21.

d. This dialogue also makes much use of relative phrases, introduced by n:a, to modify a noun or pronoun; (S24.4) eg. ša l lmskin n:a ur iufin mag:ča -- "some poor man who didn't find what to eat." Find three other examples.

e. See S6.2 for where to put the preposition with a pronoun object, such as digs "in it," γifnx "on us," is:nt "with them (f pl)".

f. Set the projector on slide 131; turn it on for Band 2.

L18.1 Zaid and Buâz:a episode 7. Dialogue, pauses (3:46)

The participants rerecorded this dialogue, saying it twice, phrase by phrase, with pauses. This time, take the part of one of the guests, to see if you can say the right thing at the right time. Follow along in the book if you wish. (The text is in L17.6.)

L18.2 Zaid and Buâz:a episode 7. Dialogue (slides 131-140)

* 131 140 **

Is tfhmd Episode sbâa ? Kul: ? lẓil . Iwa !

L18.3 More interviews, with the intensive verb form (5:30)

In these three short interviews, you may play the role of the interviewer, or the role of the person being interviewed. We've left pauses before each question and each answer, so you can produce the question or the answer, according to your role. If you don't remember the clues below and aren't able to say your part before you hear it on the tape, just repeat it after you've heard it.

The first person interviewed is a Mgild man, from Ait Waḥi, a farmer by trade. He is in the process of buying corn.* If you're male, take his role; if you're female, be the interviewer. Ask him (cover the answers below):

Who are you?	
mat:a šg: , may tmsd?	nk: U Mgil:, zg Ait Waḥi.
What's your name?	
mism-n:š ?	Zaid.
What do you do in your work?	
may da t:g:ad g lxdn:-n:š ?	afl:aḥ.
And what are you doing now?	
i may da t:g:ad dγi?	l:a t:šalx ḍ:ra.

The next interviewee is an American woman named Betty. She teaches; just now she is buying tomatoes. Choose your role. The interviewer asks first: (same questions as above)

mat:a šm: , may tmsd ?	nk: , Tamarikaniit ay gix.
mism-n:m ?	ism-inu Bat:i.
may da t:g:ad, g lxdn:-n:m?	l:a s:qrax.
may da t:g:ad dγi ?	l:a s:aq: m:aṭiša.

The third interviewee is an Ây:aš man, a herder by trade; he is marketing sheep. Choose a role. The interviewer asks the same questions:

mat:a šg: , may tmsd ?	U Ây:aš.
mism-n:š ?	Buâz:a.
may da t:g:ad g lxdn:-n:š?	amksa.
may da t:g:ad dγi ?	l:a s:awaq: ul:i.

---

*Note: šal is "buy grain" in general.

L18.4 Agreement of stative verb with subject noun (2:46)

You can practice making the verb agree in gender with its masculine or feminine subject, by supplying the stative verb to complete each of these sentences, after Buâz:a has given the subject noun. This means that the subject noun comes first in these sentences; it is a pre-announced topic. Because it precedes the verb, the subject noun here has its independent form.

The first set of sentences has subjects that share the property of being black or dark. Your task is to recognize whether the subject is masculine or feminine, and to finish the sentence with the appropriate stative verb. Then Buâz:a gives the correct verb form. (The first one is an example.)

Pattern: Noun ________ Verb ___repeat___

1. taxamt , tbx:in. (The tent is black.)
2. axam , ibx:in. (The tent is black.)
3. taɣ:aṭ:, tbx:in. (The goat is black.)
4. aga , ibx:in. (The bucket is black.)

The following sentences have subjects that share the property of being light-colored or white. Finish the sentence with the verb stem ml:ul with the appropriate prefix.

1. tixsi , tml:ul. (The ewe is white.)
2. tabr:at: , tml:ul. (The jug is white.)
3. aḥuli , iml:ul. (The ram is white.)
4. abr:ad , iml:ul. (The pot is white.)

L18.5 Agreement of action verb with subject noun (4:27)

Getting back now to neutral sentence order with verb first, we have some pairs of sentences describing actions of Muḥa or Faḍma. Your task will be, when you hear what one of them did, to report that the other did the same thing. This means that you use the same verb but change the subject, including of course the subject marker of the verb.

In the first set, Zaid reports on Muḥa; you furnish the sentence about Faḍma. Then you will hear Buâz:a's report, for you to repeat. Here's the pattern:

i+Verb Muḥa. ____________ t+Verb Faḍma. ___repeat___

1. ikšm Muḥa. tkšm Faḍma.
2. iq:ima Muḥa. tq:ima Faḍma.
3. ik:r Muḥa. tk:r Faḍma.
4. id:a Muḥa. td:a Faḍma.

Now we switch our attention to Faḍma; Buâz:a reports on her action and asks, "and how about Muḥa?" Answer by reporting that he did such and such, using that same verb. Then you will hear Zaid's answer, for you to repeat.

1. tkšm Faḍma. i Muḥa?	ikšm.
2. tq:ima Faḍma. i Muḥa?	iq:im.*
3. tk:r Faḍma. i Muḥa?	ik:r.
4. tbd:a Faḍma. i Muḥa?	ibd:a.
5. td:a Faḍma. i Muḥa?	id:a.

Finally, we have mixed up the genders so that you can test yourself. Try to answer Buâz:a's question about Muḥa or Faḍma, before Zaid gives the correct answer.

1. tkšm Faḍma. i Muḥa?	ikšm.
2. iq:im Muḥa. i Faḍma?	tq:im.*
3. ik:r Muḥa. i Faḍma?	tk:r.
4. tbd:a Faḍma. i Muḥa?	ibd:a.
5. id:a Muḥa. i Faḍma?	td:a.

*Note: iq:ima could also be used here (the pf stem varies).

L18.6 The American and the Berber discuss Islam (6:14)

Here's another in the series of texts about the American man who was driving to S:uq l Lḥd:, and who picked up an Amaziγ who was hitchhiking. The American, played by David Hofstad, continues to question the Amaziγ, played by Buâz:a Bagui, about the area and its inhabitants. Buâz:a's synopsis of the dialogue is as follows:

isni Umarikani Amaziγ ; ibdu ar t-it:sal xf d:in inslmn.

This time the American asks about their religion. Pauses have been inserted in the dialogue to give you more time to understand, but perhaps not to repeat. Follow along in the book if you wish.

Daud: mat:a d:in n:a γurun il:an g tmazirt-a?	What religion do you have in this country?
Ḥmidu: d:in-n:x, lislam ay t-igan.	Our religion, it's Islam.
D. mism ag:a lislam?	What is Islam?
H. lislam, d:in n Sidna Muḥm:d (ṣl: L:ahu âalih wasl:m!).	Islam is the religion of our Lord Muḥammed (God's blessing be on him) ((M. Ar.))
l:ant lḥwaiž n:a γifnx ifrḍn, llint tin:a iḥrmn.	There are things obligatory on us, there those forbidden.
D. mat:a nitnti, tin:a ifrḍn?	What are they, those that are forbidden?
H. Anslm, ixṣ:as ad iamn s Rb:i, iamn s lanbia, d lkutub-nsn.	A Muslim has to believe in God, and believe in the prophets, and their writings.
Anslm, ixṣ:as ad it:ẓaḷ:a, ixṣ:as ad it:âš:ar, ixṣ:as ad it:aẓum, d un:a iγiin ad id:u γr Lḥij.	A Muslim has to pray, he has to tithe, he has to fast, and one who is able, that he go to Mecca.

D.	Šḥal w:us:an: ada t:aẓumn Inslmn?	How many days do Muslims fast?
Ḥ.	Inslmn, l:a t:aẓumn aiur n Rmḍan k:u asg:^{W}as. un:a iγiin ad iaẓum ša w:us:an iaḍn bla Rmḍan, ur digs il:i γas laẑr.	Muslims, they fast the month of Ramadan each year. One who is able to fast some days besides Ramadan, there's nothing but benefit in it.
D.	max al:ig da t:aẓumn Inslmn?	Why do Muslims fast?
Ḥ.	l:a t:aẓumn Inslmn taḥma ad sgunfant lmaâidat-nsn, l:a t:aẓumn taḥma ad žr:bn ḷaẓ, taḥma ad:âi an:ain ša l lmskin n:a ur iufin mag:čа, ad digs raâan.	Muslims fast in order that their stomachs may rest, they fast in order that they experience hunger, in order that when they see some poor person who did not find what to eat, they look after him.
D.	i mat:a nitnti lḥwaiž n:a is:ḥrm Ṛb:i xf Inslmn?	And what are they, the things that God forbids to Muslims?
Ḥ.	is:ḥrm γifnx Ṛb:i tiḥl:al, tuk:rḍa d uawal g md:n. is:ḥrm γifnx Ṛb:i anč tiγraḍ m md:n, nγd: ayn:a ur gin uin:x. is:ḥrm γifnx Ṛb:i aksum uḥl:uf, lq^{W}m:r; is:ḥrm γi[illegible]x Ṛb:i ag:^{W}d š:ṛab, uala[illegible] dγi kul: âlaḥal luašun-ad, l:a s:an ar t:kmun.	God has forbidden us lies, theft, and gossip about people. God has forbidden us to eat the income of people, or whatever is not ours. God forbade to eat meat of pig, gambling; God forbade us likewise wine, but nowadays almost all of these youngsters, they drink and smoke.
D.	i maš iaḍhr: g luašun n:a da is:an ?	And how does it seem to you, that these kids drink?
Ḥ.	k:u iuk: s ixf-ns. l:a n-q:ar i Ṛb:i at:n-id-irar γr s abrid izd:ign.	Each one to his taste. We call to God to return them to the clean road.
D.	i Lḥij?	And the pilgrimage?
Ḥ.	Lḥij, ur id: lfrḍ ag:a. Lḥij, γas un:a γr il:a s mi.	The pilgrimage, it's not an obligation. The pilgrimage, just one who has wherewithal.
	Lḥij, haš-t γas da. lflus n:a-s it:d:u ša γr Lḥij, iâaun is:nt lmsakin d igužil:.	The pilgrimage, here you have it right here. The money with which one goes to Mecca, he (could) help with it the poor and the orphans.
	iuf uin:a Lḥij.	That's better than going to Mecca.

L18 CULTURAL NOTES (on tape): horses, horsemen, horsemanship: the fantasia. (slides 141-142) (3:40) Vocabulary: * 141

iy:is: (pl iy:san)	"fine riding horse"	
abrbaš	"spotted, speckled, figured"	
ayllas	"tiger"	
tarišt	"fine saddle (for horse or riding mule)"	
ulgam	"bridle"	
r:šab	"stirrups"	
s:maḍ n muzun	"saddlebag of (decorated with) sequins"	
tafraut	"fantasia, game of horsemanship" (also, "gorge")	142
buḥb:a	"muzzle-loading musket"	
lbaruḍ	"gunpowder; shooting; war"	
lmnain (sg amnai)	"horsemen, cavaliers"	
Ḷ:ah irḥm lualdin	"God have compassion on your parents"	**

L18 APPLICATIONS AND EXERCISES

a. Reenact the Zaid and Buâz:a episode as you remember it; learn the polite formulas and their responses. (Use them-- insofar as you feel it appropriate--in thanking and taking leave of people after hospitality.)

b. Use the form of questions and answers in the interviews to construct a first-person statement about yourself, such as you might use in meeting people and explaining your work.

c. Reconstruct the sentences with prepositions in L18.6, substituting a noun or noun phrase for the pronominal object, and moving the prepositional phrase to the end of the sentence.

d. Find the relative phrases in L18.6 to answer these questions: (by putting it in un:a ____________. "The one who ____________.")

mat:a d:in n:a xf isal Daud?	..about whom Daud asked
mat:a lḥwaiž n:a xf i siul Ḥmidu?	..on whom Ḥmidu talked
mat:a un:a-s ixṣ:an ad id:u γr Lḥij?	..who has to go to Mecca.
mat:a lmskin n:a digs raâan?	..whom they look after
mat:a luašun-ad n:a xf i siul H.?	..on whom Ḥmidu talked
mat:a un:a da lt:d:u γr Lḥij?	..who goes to Mecca
mat:a lflus n:a s iâaun ša lmsakin?	..with which someone helped the poor

e. If you are in Morocco, ask an older person if he or she has been to Mecca; what they do in Ramadan; when they eat their meals in Ramadan; what is the food (uči) that people eat each evening (k:u tadg:ʷat); what they do when Ramadan is past.

LESSON 19 (Reel 19, slides 143-158)

L19 PREPARATION

a. Review the stative verbs in L18.4; use them to describe other objects; use them about yourself or to your tutor if appropriate.

b. Study the vocabulary and story-line of the next episode of Zaid and Buâz:a (L19.2-4), before listening.

c. See S30 for ag:^{W}d. In a negative sentence, ag:^{W}d iuk: means "not a single one !"

d. Set the projector at slide 143; turn it on for Band 4.

L19.1 Using stative verbs for given subjects (4:03)

This exercise uses three more regular stative verbs in the same kind of sentence as in L18.4. Buâz:a announces the subject, and then you complete the sentence by giving the stative verb that describes the subject. Then you will hear Buâz:a's model answer, which you should repeat.

Describe this first set of subjects as small, using the verb mẓ:ii plus the appropriate subject marker.

Pattern: Noun ________ Verb repeat

1. tabr:at, tmẓ:ii. (The jug is small.)
2. taxamt , tmẓ:ii. (The tent is small.)
3. Aẓru , imẓ:ii. (Aẓru is small.)
4. lâil , imẓ:ii. (The boy is small.)

The next group is to be described as big, using the verb mq:ur plus the appropriate subject marker.

1. tandimt , tmq:ur. (The town is big.)
2. tamṭ:ut:, tmq:ur. (The woman is big.)
3. abr:ad , imq:ur. (The pot is big.)
4. axam , imq:ur. (The tent is big.)

Finally, describe this last group as good, using the verb ẓil, plus the appropriate subject marker.

1. abrid , iẓil. (The road is good.)
2. tamazirt, tẓil. (The land is good.)
3. at:ag , iẓil. (The tea is good.)
4. tarbat , tẓil. (The girl is good.)

L19.2 Zaid and Buâz:a episode 8. Observing the countryside; arrival at s:uq. Independent sentences. (6:54)

After mutual farewells with the lady of the tent, Zaid and Buâz:a find the time has flown; that is, id:a lḥal. The sun is hot; the verb "be hot" is ḥmu. Zaid is in a hurry, so the travelers get going; the idiom for getting going is "take in one's feet" -- asi g:^{W}uḍar;

"they get going" is asin g:dar:-nsn. As they go along they discuss the countryside. A lot of rain has fallen; in the Tamaziγt idiom, the rain doesn't fall, it beats. "Beat" is wt. "It rained" is iwt unẓar. Grass is plentiful; the verb for "be plentiful" is âḍ:u. The ground, ašal, is soft for plowing, taḥr:at. A plowman is plowing with 2 animals. The travelers pass a herder of sheep; "sheep" is a f pl noun ul:i. There were no goats, just sheep. "Goats" is f pl tiγṭ:n. Goats are scarce in Zaid's area. Recall that the verb for "be scarce" is drus.

Finally, S:uq l Lḥd: comes into view. "Come into view" or "appear" is ḍhr. The market is full; the verb for "be full" is âm:r. When they arrive, Buâz:a parts with Zaid; the verb bḍu means "part" or "separate." He is going to get together with a man who is raising some of Buâz:a's livestock on his land for a 1/4th share in the profit. The share-livestock-raiser is called arb:aâ. The verb for "get together" is žmâ. But Buâz:a is going to spend the night at Zaid's place. The verb for "spend the night" is ns. They will return to Sidi Âd:i together. The next day (ask:a) Buâz:a will return to Midlt.

Repeat the independent sentences in the pauses. You may follow along in the book if you wish.

1. if:γ Buâz:a d Zaid zg:^{W}xam n Mimuna.
2. mṣafaḍn ingbaun d lal: uxam .
3. tmṣafaḍ lal: uxam d ingbaun .
4. id:a lḥal .
5. tḥma tafušt .
6. izrb Zaid.
7. usin inžda g:ḍar:-nsn . (< g idarn-nsn)
8. iwta šigan unẓar .
9. tâd:a tuga .
10. iuhn uašal i tḥr:at .
11. l:a ikr:z uḥr:at s snat l lbhaim .
12. k:an inžda xf iuk: umksa w:ul:i .
13. ur l:int tγṭ:n , γas ul:i .
14. drusnt tγṭ:n g tmazirt n Zaid .
15. ur da sâd:un Ait Mgil: ša n tγṭ:n .
16. iqr:b Zaid d Buâz:a γr S:uq L:ḥd: .
17. l:a d-it:ḍhar S:uq l Lḥd .
18. iâm:r s:uq .
19. iluḍ Zaid d Buâz:a γr s:uq .
20. ibḍa Buâz:a d Zaid .
21. ižmâ Buâz:a d urb:aâ-ns .
22. ad ins Buâz:a γr Zaid.
23. ad iâaid Buâz:a d Zaid γr Sidi Âd:i .
24. ask:a, ad iâaid Buâz:a γr Midlt .

L19.3 Zaid and Buâz:a episode 8: narrative (5:42)

This connected discourse uses some new vocabulary. The meaning "need to or have to do something" is expressed by the verb xṣ:a. Note that "they," that is the logical subject, is expressed by the grammatical indirect object: ixṣ:a-sn ad-d:un means literally "it was needed to them that they go," that is, they had to go.

Note that the narrator exclaims tbark Ḷ:ah when he admires or praises something. Then he gives more details about the story: Zaid and Buâz:a see a plowman plowing with two animals. Because the plowman is far from the road (bâd), Zaid and Buâz:a don't know whether he's using 2 mules or a mule and a mare. Anyhow one of the animals is white. The verb for "be white" is ml:ul. The narrator explains additionally that because woods in that area are scarce, livestock raisers don't raise many goats. The plural for woods is lâwari ; singular is âari.

The narrator says that this has been a good year, for grass is plentiful, so the lambs (išrwan) can fill up on green herbs. When they arrive at Suq Lḥd: and subsequently split up, Buâz:a goes to meet his stockgrower (arbaâ) and Zaid goes to do his errands. To "get things done" is qḍu lḥwaiž. The last sentence has a future construction; it begins with the time adverb ad:ai, meaning "when in the future"; it could be used in a sentence like "when he gets things done, he will go."

id:a lḥal l:ig if:γ Zaid d Buâz:a γr Mimuna. ix̣ṣ:a-sn ad sd:rfn ad asin g:ʷḍar:-nsn, âla ḥq: tḥma tafušt .

Šigan unẓar ag:wtn g tmazirt n Zaid. irwa uašal (tbark Ḷ:ah!), luhn i tḥr:at: . k:an xf md:n l:a kr:zn. aṇ:ain iuk: uḥr:at l:a ikr:z s snat l lbhaim, ualain:i ur s:in: id: asrdun d tagmart as-da ikr:z, mad sin isrdan, âla ḥq: ibâd i ubrid. iut g lbhaim bâda tml:ul .

k:an altu xf luk: umksa w:ul:i , ur digs kul: γas ul:i . in:a-s Zaid i Buâz:a ur da t:g:an ša n tγṭ:n g tmazirt-ns, âla ḥq: drusnt γursn lâwari . iẓil usg:ʷas (tbark Ḷ:ah!); tâd:a tuga , ad ǰaun: išrwan amrdul .

l:ig n:-iuḍn γr S:uq l Lḥd:, ufan-t-in: isul iâm:r altu . bḍun Buâz:a, id:a ad ižmâ d urb:aâ-ns; Zaid, id:a ad iqḍu lḥwaiž-ns . ad:ai šm:l: , ad žmân, ad mun: γr Sidi Âd:i , ad ins Buâz:a γr Zaid al: ask:a-ns id:u .

L19.4 Zaid and Buâz:a episode 8: Dialogue (slides 143-158)

* 143

After a short synopsis, the dialogue begins with Zaid urging Buâz:a to hurry. Buâz:a replies

"You're right"-- γurš lḥq:. As they exchange observations on their surroundings, they use the pointing demonstrative ha with several different endings, to say "Look! there's such and such." Sentences with this demonstrative don't have a verb corresponding to English "be" or "is"; this idea is contained in the demonstrative.

Some other kinds of verbless sentences also occur in this dialogue. Several use the word ayin: "that there." ayin: stands in place of a verb, as when Zaid asks "Is it 2 mules there?"
id: si isrdan ayin: ?

Another non-verbal sentence has the preposition dig meaning "in, or among." ur digsnt tiγṭ:n means literally "not among them goats," that is, there are no goats among them (referring to the flock of sheep).

The verb for "know" isin, has the form s:n in the perfect tense, and s:in in the negative perfect. "I don't know" is ur s:inx; but Buâz:a, like many people, uses a contracted form in informal conversation: he says simply urs: "I dunno."

Now close the book, watch and listen to the dialogue.

Synopsis: if:γ Buâz:a d Zaid zg:^{w}xam n Mimuna.
mṣafaḍn is: , d:an (~d:un) γr
S:uq l Lḥd: .

Z. iwa a Buâz:a ! ixṣ:a-x anasi šwi g:^{w}ḍar:-nx ; id:a lḥal! 144

B. γurš lḥq: . tḥma tafušt .

Z. irwa uašal (tbark Ḷ:ah!) 145

B. iwa šigan unẓar ag:wtn.

Z. iuhn uašal dγi i tḥr:at: . 146

B. ha-š-n: iuk: din: (hah), l:a ikr:z (hah). 147

Z. id: si isrdan ayin:, mad asrdun t tagmart? 148

B. ṣbr -- urs: -- lalal , ḍun:ax tagmart ayin: .
îml:ul uyin: bâda. 149

Z. ha-š-n: iuk: umksa w:ul:i unin: hah. 150

B. γas ul:i kul: ayin: . ur digsnt ag:^{w}d iut n taγ:aṭ: . 151

Z. lalal , ur da nsâd:u ša n tγṭ:n g tmizar-a, 152
ur γurx il:i âari . γas ul:i d [illegible] .
izgar:, l:a digsn nt:gawan aγ:u d [illegible] ul:i,
tl:a taḍut: .

B. iwa , tâd:a γurun tuga asg:^{W}as-a. an:a ran
iš̌rwan aya . 153

Z. ha-š̌-n: S:uq l Lḥd. l:a d-it:ḍhar. 154

B. lâm:r S:uq as:a. may msint tqbilin n:a
da d-it:d:un γr s:uq-ad? 155

Z. l:an Ait Lias, l:an Ait Tmuli, l:an Ait Mrul,
l:an Iziy:an, l:an Ait Waḥi . 156

B. iwa ha-š tiuḍ:, a Zaid, γas tzrbd uxlaṣ: . 157

Z. iwa Ḷ:aiḥn:ik. d:u al: tžmâad: d umd:ak:^{W}l-n:š,
tâaidd: γr dγḍa , anmun γr Sidi Âd:i, at:nsd
γuri al: ask:a ṣ:baḥ, nšaâ Ḷ:ah. 158

B. uax:a . Ḷ:aihn:ik. **

L19 CULTURAL NOTES (on tape): The four seasons characterized (5:43) Vocabulary:

lmnazil	"seasons"	irdn	"wheat"
lmštut	"winter"	arwa	"threshing"
tifsa	"spring"	lxrif	"autumn"
talasa	"shearing"	lfrawiḥ	"celebrations"
anbdu	"summer"	iḥidas	"group song and dance"
timẓin	"barley"		
tagrst	"winter" (L21.3)	aft:ix	"canteloupe"

L19 APPLICATIONS AND EXERCISES

a; Compose a narrative of two people walking in the country in May. Describe the scene (the sun is warm, the grass is plentiful, lots of rain has fallen); what they see (a man plowing, with 2 animals, a herder with sheep or goats: how many and what color); what they say to each other.

b. Discuss with someone the seasons in your respective homes: what the weather is like, what foods are plentiful, what people do. Find out what months are in each season.

c. Use the verb xṣ: to express what is needed or lacking to you: ixṣ:aYi s:k:^{W}ar, d uat:ag, d ______ "I need sugar, and tea, and ______." Use the same verb with a verbal complement, to express what is necessary that you do: ixṣ:aYi ad q:rax "I need to study/read."

LESSON 20 (Reel 20, slides 143-160)

L20 PREPARATION

a. Study the dialogue of L19.4, with the aid of the introduction to L20.2. Identify new vocabulary. Several variations are marked in the text; note which ones occur in the slow version when you hear it.

b. Review the form of nouns in genitive phrases (S27); some meanings of genitive phrases are identified in L20.3.

c. Read the short text of L20.4; identify the vocabulary.

d. Set the projector on slide 143; turn it on for Band 2.

L20.1 Zaid and Buâz:a episode 8. Dialogue, pauses (14:12)

This time each phrase in the dialogue is given twice with pauses in between for you to repeat. You may choose a role or repeat both parts. Follow along in the book if you wish. (The text is in L19.4.)

L20.2 Zaid and Buâz:a episode 8. Dialogue (slides 143-158) (3:36)

* 143

Whereas the preceding dialogue consisted chiefly of conventional phrases required by the circumstances, this dialogue contains the speakers' personal or individual observations on the scene as they walk along the road. They notice the warm sun as a time indicator; they note the moist earth as an indicator of good weather and plowing season; the rich grass and absence of trees as a key to local land use. They are interested in the kinds of domestic animals to be seen drawing the plow, or grazing. Finally, as the market town of S:uq l Lhd: appears, Buâz:a inquires what tribes come to market there.

Since they are observing from a distance, they make frequent use of the -n: of remoteness (the opposite of the d of proximity). Notice the words with this -n: suffix: hašn: "see there"; din: "over there" (away from both speaker and hearer); ayin: "that one" (uyin: when not phrase-initial); and unin: "way over there" or "beyond."

Close the book and try to see it their way. 158 **

L20.3 Relationships expressed by the genitive phrase (4:37)

Let's review some examples of the kinds of relationships expressed by a noun phrase in which the head noun is modified by a genitive phrase. While these genitive constructions all follow the same rules as to their form, they carry a variety of meanings which include the possessive, but are not limited to it.

I'll ask you to produce a phrase; after you've had a chance, Buâz:a will produce the phrase and you can repeat it.

The relationship expressed by a genitive construction may be that of possessed to possessor. The first noun is the thing possessed. How would you say

"The bucket of (that is, belonging to) Âiša."
("Bucket" is aga.)
____________________ aga n Âiša.

The relationship may be more like an association between two things rather than possession of one by the other. How would you say "The bucket of the well."
("Well" is anu.) ___________ aga w:anu.

The relationship expressed may be that of a part to the whole. How would you say

"The handle of the bucket." ("handle" is afus).
________________afus w:aga.

Also, the relationship may be between the doer of an action and the object of the action. How would you say

"Herder of goats." _____________ amksa n tγṭ:n.
And "herder of sheep." ___________amksa w:uli.

Also, the relationship may be between a container and the substance contained in it. How would you say

"a glass of water" ____________ lkas w:aman.

The relationship may be between a unit of quantity and the substance quantified. How would you say

"A kilogram of tomatoes." _________ kilu n m:aṭiša
And "a kilo of butter" _____________ kilu w:udi.

L20.4 The landscape, nearing S:uq 1 Lḥd: (2:38)

In this short dialogue, the American driver, having seen some houses ahead, and thinking that it's S:uq 1 Lḥd:, asks his passenger if it is. The hitchhiking man says no, that's Falib:a (a place name), and goes on to describe what kind of terrain they will pass through before reaching S:uq 1 Lḥd:. They still have to go downhill toward a little valley, talat: , which has a stream in it; and then go uphill toward the crest, and then downhill to the beginning of the riverbank, and cross the bridge to S:uq 1 Lḥd:.

Follow along in the book as Buâz:a reads the text slowly. You may repeat in the pauses if you wish.

Setting: ian:ai Umarikani ša n tad:rwin γr t:asiâ, iγal id: S:uq 1 Lḥd: .

Daud: id: S:uq 1 Lḥd: ayin: ?

Ḥmidu: la, Falib:a ayin: nsul ank: taksart γr iut n talat: il:a digs ša iγzr, nali tasaunt γr tizi, nk: taksart γr s ixf y:ir ; nk: til:g:^{W}it: γr S:uq 1 Lḥd: .

Here is the same text, read at normal speed. Close your books and listen for comprehension.

L20 CULTURAL NOTES (on tape): The great ones of the nation and the tribe (Slides 159-160) (5:12) Vocabulary: * 159

agl:id	king (also lmalik, = M.Ar.)
lwizara	corps of ministers (sg lwazir)
ixatar: n tq:bilt	great ones of the tribe
lmxzn	the government (local)
lḥukuma	the government (national)
lqaid	the caid (administrative head over area ≃ county)
lxlift	executive officer, deputy to the caid (= the Caliph)
lmqd:m	minor official of local government
š:ix	administrative officer of the tribe (also, master musician)
bnadm iẓiln	good person

160 **

L20 APPLICATIONS AND EXERCISES

a. Reenact the dialogue of Zaid and Buâz:a.

b. Compose a set of directions on how to go from one place you know to another. Describe the road (large or small); the turns (right or left); natural landmarks such as a descent, a valley, a stream, a bridge, an ascent, a crest, etc.

c. Ask someone the route to a place you want to go. Find out if the road is for autos or foot traffic (inžda) ; if it's good in winter or not; if it's good when rain falls, or just when the weather (lḥal) is good; etc.

d. Use stative verbs with appropriate subjects in this rotary drill. iẓil lḥal = "The weather is good."

A asks "Is Sj Vb ?"	is iẓil lḥal?
B affirms "Yes, Sj is Vb."	iih, iẓil lḥal.
C disputes "No, Sj is not yet Vb."	la isul ur iẓil lḥal.
D advises "Wait until Sj is Vb."	ṣbr al: iẓil lḥal.
E predicts "Sj will Vb."	ad iẓil lḥal.
F observes "Now Sj is Vb-ing."	dγi l:a it:ẓil lḥal.

A (a different person starts with a different verb and sj)

FIFTH REVIEW (LESSONS 17-20)

A. Stative verbs, tense and aspect:

A stative verb in the perfect tense describes a state which, having been achieved, exists. Thus imq:ur means both "He is big" and "He has become big." In the imperfect tense, ad imq:ur means "that he will be/become big." In the intensive aspect, the becoming is in progress: l:a itmγur "He is/was growing." In making descriptive statements, use the verb directly; it is preferred to the adjectives for descriptive statements. To find more stative verbs, ask for the opposites of the ones you know; eg. un:a ur imsidn, ma da s-t:inim? "One that is not sharp, what do you say of it?" (A. l:a s-nt:ini ________ .)

B. Participles vs. adjectives as noun modifiers

Review participles (S21). Participles formed from stative verbs are more common than adjectives, as noun modifiers. Compare these forms and meanings.

Participle	Adjective
argaz (n:a) imq:urn	argaz amq:ran
"A man who is big"	"The big man"
un:a imq:urn	amq:ran
"One who is big" (m sg)	"The big one" (m sg)

Note that the adjective can stand for the noun phrase, once the noun has determined its number, gender, and other features (whether it refers to human, animal, or other class of noun). The participle cannot stand alone, but instead can modify the impersonal pronoun stem (u, t, ui, ti). Use the participles of the stative verbs in the 4th review to say: "the man that is tall," "the woman that is fat," "the knife that is sharp," "the tea that is expensive," "the butter that is flat," "the goats that are scarce," "the ewes that are fat," "the mare that is white," etc. Then substitute for the head noun the appropriate impersonal pronoun stem, to get "the one that is tall, fat," etc.

C. Relative clauses with participles

Because stative verbs are intransitive (do not take any object), they are easy to use as participles in relative clauses, as in B above. Other verbs also take their participial form when the subject is deleted, as in a relative clause. Review relative clauses in n:a (S31.1). Make relative clauses out of the sentences of L17.4: substitute n:a for the subject, and make the verb a participle; use it to modify an impersonal pronoun.

ič̆a Zaid d Buâz:a	u-n:a ič̆an d Buâz:a
"Zaid ate with Buâz:a"	"the one who ate with Buâz:a"

Write out the others and check them with your tutor.

D. Adverbials of manner: how to tell how

Some adverbials refer not to temporal or spatial phenomena, but rather carry information about the manner.

or means of the verb's action or state, or the degree, or the speaker's attitude about the proposition. Pick out the manner adverbs from those listed in S6.5, and find the examples referred to.

Two of the regular prepositions described in S6.2 form adverbials of manner: the comitative "with," (i)d, and the instrumental "with," (i)s. Find an example of the latter in L19.2, sentence 11; and in L2.4. (i)s had special meanings in idioms; eg. s ixf-n:s means "on his own, by himself." (But cf. yas nt:a "just him" in the sense of all alone.)

To ask how, use mimš ; eg. mimš ada t:g:ad at:ag? "How do you make tea?" Or in another sense, "How does so and so appear to you?" use the verb dhr, as in L18.6. For "By what means?" use (i)s ; see S12.2.

LESSON 21 (Reel 21, slides 161-169)

L21 PREPARATION

a. This lesson has examples of two different cases of t assimilating to a preceding n; see Nasality in S32.1, and find examples in L21.2 and 5. (They are written in the latter, for this lesson only, with a special link: n‿n .)

b. Preview the form and order of verb affixes in L21.1; note the d of proximity has a special form id when it follows an object affix. The vowel prevents assimilation.

c. The interview between Buâz:a and the stockman involves much quantification. See the rule in S27.4, which accounts for using a singular noun quantified by a number over ten: as in "33 lamb remained." tq:ima 33 uâl:uš.

d. Preview the sentences and narrative of Episode 9, and identify the vocabulary. Other livestock terms are in the exercises at the end of this lesson.

e. Set the projector at slide 161; turn it on for Band 5.

L21.1 Action verbs with complements (DO, PP) (6:33)

These pairs of sentences comment on activities of Zaid and Buâz:a and company, from previous episodes. The first sentence of each pair has a full load of information: that is, the subject and the object of the verb or of the preposition are represented by nouns. The second sentence of each pair has a reduced load of information: the prepositions and their objects have been dropped, and the verb's subject and object are referred to only by pronouns, instead of by nouns. The subject affix is in its usual place, next to the verb stem. But the direct object pronoun moves back closer to the verb than its noun had been and ahead of the particle of orientation, if any is present.

To get the feeling of this pronominalization and rearrangement, repeat the full sentence once after the speaker has said it twice. Then repeat the reduced sentence each time it is given. You may follow along in the book if you wish.

Pattern:	S S	repeat	S'	repeat	S'	repeat
Z	id:a-d Buâz:a zg Midlt.		BB	id:a-d.		
	id:a Buâz:a s axam n Muḥa.		BB	id:a.		
M	id:a-d Buâz:a s axam-n:s.		BB	id:a-d.		
	id:a Muḥa s igran.		BB	id:a.		
B	id:a-d Ḥmidu γr Zaid.		BB	id:a-d.		
Z	iiwi-d Ḥmidu ṣ:iniya.		BB	iwi- t:-id.		
	id:a Ḥmidu γr lmžmr.		BB	id:a.		
	iiwi abr:ad γr din:.		BB	iiwi-t.		
	iusi Ḥmidu taz:nbil:t.		BB	iusi-t:.		
	iiwi-d Ḥmidu at:ag.		BB	iiwi-t-id.		
	tkšm-d Mimuna xf ingbaun.		BB	tkšm-d.		
	tiwi-d Mimuna udi.		BB	tiwi-t-id.		
M	iusi Ḥmidu ṭ:bla.		BB	iusi-t:.		

L21.2 Feminine plural subject affix in imperative and perfect (4:35)

A special form of subject affix is used for feminine plural subjects; it is identical in both the imperative and in the third person tense forms. The underlying form is -nt ; but in many dialects, as in Zaid's, the t has become assimilated to the n, resulting in a tense -n: as feminine plural suffix. Buâz:a uses the tense -n: form in this exercise, but he often also uses the full -nt form.

Now Buâz:a uses the imperative form to address a command or request to a group of women. He says it twice. Zaid then uses the 3d pe pf tense to comment that they have done the action--whatever it was. You may simply repeat Buâz:a's command, or you can try to produce the comment, before Zaid does. In either case, repeat Zaid's comment both times he gives it.

kšmn: a taičin !	kšmn: taičin.
zaidn: a taičin!	zaidn: taičin.
q:imn: a taičin!	q:imn: taičin.
k:rn: a taičin!	k:rn: taičin.
bd:n: a taičin!	bd:an: taičin.
d:un: a taičin!	d:an: taičin.
f:γn: a taičin!	f:γn: taičin.
zrin: a taičin!	zrin: taičin.

Remember the command for "Come here!" -- aura in the sg ipv, occurs only in the imperative form. Respond to the following f pl ipv by saying "The women came."

aur-in: a taičin!	d:an:-d taičin.

L21.3 Zaid and Buâz:a episode 9. Reckoning the losses and increase of flocks. Independent sentences. (4:50)

In this episode, Buâz:a leaves Zaid and does what he came to S:uq l Lḥd: to do: he checks with Âs:u, the man who is share-raising his sheep (share-raising is called talmašit:); the man who does it for 1/4 share is an arb:aâ. The arb:aâ tells Buâz:a that the winter (tagrst) had been hard that year (the verb uâr means "hard or difficult"). Snow had been plentiful, and it ruined the stock. 40 ewes died in the winter (the verb for "die" is m:t). Thieves (ixw:an) stole one ram (aḥuli) and one lamb (ara). The jackal (uš:n) ate a lamb, (another term for lamb is aâl:uš). There remained only 75 head of sheep; then 41 ewes gave birth (the verb "give birth" is aru); but 8 baby lambs (išrwan) died. There were 7 kids and one died. As for the shearing (talasa), it was not yet time, because the weather was still cold. Âs:u was going to shear the sheep in the middle of May.

Follow along in the text and repeat the independent sentences in the pauses.

1. Âs:u, arb:aâ n Buâz:a ag:a .
2. l:a it:sal Buâz:a Âs:u xf talmašit: .
3. tuâr tgrst usg:^{W}as-a .
4. iâd:a utfl .
5. ixla utfl lmal .
6. tm:ut rbâin n tixsi g tgrst-a .
7. ušr: ixw:an iuk: uḥuli d iuk: w:ara .
8. iča wuš:n iuk: uâl:uš .
9. ur iq:imi γas xmsa u sbâin ixf .
10. turu waḥd u rbâin n tixsi .
11. m:utn tmania išrwan .
12. l:an sbâa iγidn .
13. ur im:ut γas iuk: iγid.
14. tsul tlasa altu .
15. iq:rf lḥal .
16. ad ils Âs:u ul:i g:^{W}mniṣaf n May:u . (g+amniṣaf)

L21.4 Zaid and Buâz:a episode 9. Narrative (4:16)

The language of the narrative is a bit different, as is the arithmetic. Buâz:a and his arb:aâ sit down and calculate together. The verb to count is ḥasb; to account to each other is mḥasab. A lot of livestock had died during the year. The idiom lxir plus n plus noun means "a lot of it" (whatever it is). The winter was bad (the verb for "be bad" is x:u). The storms (sg is amtna) ravaged the sheep. From 120 that Buâz:a gave to Âs:u, only eight remained. Besides those lost to the jackal and to thieves, they slaughtered 2 rams for the great holiday, and only 75 remained, with the goats. There were 9 female goats, 3 older kids and 2 male goats. As for the newborn lambs (ililan), only 33 remained; 8 had died. As for the new kids, not many died. As for the shearing, not until the weather (lḥal) warms up a little toward the middle of May.

Listen for comprehension, following along in the book if you wish.

ibḍa Buâz:a d Zaid, ižmâ d urb:aâ-ns, q:imn ar t:mḥasabn . lxir l lmal ag:m:utn asg:ʷas-a; tx:a tgrst. xlan imtniun ul:i . zg miya u âšrin (120) n:a išfa Buâz:a i urb:aâ-ns, Âs:u, ur iq:imi γas tmanyin (80). tmanyin-n:a, iča z:igs uuš:n iuk: w:ara, awin ixw:an sin ixfaun, al:ig ur iq:imi γas sbâa u sbâin (77) ixf .

aγul: γṛsn i sin iḥuliin g lâid axatar al:ig ur iq:imi γas xmsa u sbâin (75) ixf, s lânzi d lγnmi . l:ant tsâa (9) n tγṭ:n , ilin šraḍ (3) imk:ʷurta, d sin (2) ibṛ:iḍn .

id: ililan, ur iq:imi γas tlata u tlatin (33); tmania (8) n:a iaḍnin tm:ut . id: iγidn, ur digsn im:ut ša bz:af . talasa, al: iḥmu šwi lḥal γr amniṣaf n May:u .

L21.5 Zaid and Buâz:a episode 9. Dialogue (slides 161-169) (3:12)

* 161

After a brief synopsis the 2 men discuss the talmašit: using a lot of cardinal numerals. Notice that the parts of a compound numeral over 100 have the same order as in English: for example 100 and 20; but below 100, they are reversed: for example 5 and 70, instead of seventy-five.

The cardinal numeral and the noun it quantifies are linked by the genitive particle n-, which disappears before vowels. For example, "8 lambs" is tmania išrwan, literally "8 of lambs."

The question word for how much or how many is šḥal. Notice that when Buâz:a comes back at Âs:u with another question he usually introduces it with i: i šḥal "and how many?" This i is a conjunction that occurs in just this situation.

Now close your book and watch as Buâz:a and Âs:u reckon their flocks.

Synopsis: ibḍa Buâz:a d Zaid. ižmâ Buâz:a d Âs:u, arb:aâ-n:s, msl:amn, q:imn ar t:msal: xf talmašit: .

B. iwa mat:a uin:a, a Âs:u ? may gan uin:a ixfaun? 162

Â. iuâr šwi usg:ʷas-a. tx:a tgrst.

B. may gan išrwan ? 163

Â. šwi uxlaṣ: . tšfid-i miya u âšrin n‿nixsi, t:mut 164
tlatin g:ʷtfl n:a amzwaru . taγul tm:t âšra
g:ʷtfl n:a uis:in . ič(a) uuš:n iuk: uâl:uš ;
awin ixw:an iuk: uḥuli d iuk: w:ara. nγṛs i iuk:
uḥuli g lâid, uznγ-aš-n: iuk: .

B. iwa šḥal ag:q:iman ?

Â. tq:ima xmsa u sbâin ixf.

B. i šḥal ag:l:an išrwan?

Â. tl:a tlata u xmsin n‿nixsi , ilin: tsâa n‿nγṭ:n 165
ilin šraḍ imk:ʷurta, s sin ibṛ:iḍn, ilin xmsa
w:aratn d šraḍ iḥuliin.

B. i šḥal išrwan ?

Â. turu waḥd u rbâin n‿nixsi, m:tn tmania išrwan, 166
tq:ima tlata u tlatin uâl:uš.

B. i šḥal iγidn ?

Â. urun: sbâa n:γṭ:n ; im:t iuk: iγid, q:iman 167
st:a.

B. i milmi talasa ? 168

Â. isul šwi lḥal, iq:rf. al: imnaṣ:a May:u. 169
**

L21 CULTURAL NOTES (on tape): The ministry of Justice;
tribal organization (4:52) Vocabulary:

lâdliya	the Ministry of Justice
lwazir	minister
lqaḍi	judge (over certain civil affairs)
lḥakm	judge (criminal)
lâdl	registrar, notary
iγṣ (pl iγṣan)	sub-tribe (also "bone")
tigm:i (pl. tigʷm:a)	group of same tribe living in one place
š:ix	administrative head of tribe

L21 APPLICATIONS AND EXERCISES

a. In conversation one needs to plug in the right pronoun affix, to refer to a noun already used. See S18; practice putting in the DO pronoun as in L21.1, using the sentences of L21.3 that have direct objects (2, 5, 7 8, 16). Check your results.

b. Dicuss with someone the kinds of livestock: find out and note what species are included in the general classes lmal, lbgri, lγami, lânzi, lbhaim, mḥrum:, luḥš.

c. Find out the names of the young of cattle, horses, donkeys etc.: one which is just born (use lal), and one which has grown a little. Outline your findings. If appropriate, find out how many of each kind somebody owns. Or, ask how much it costs to buy one (lit. "How much with which it sells in the market?" "sell" (intransitive) is nz.)

d. Discuss someone's tribal structure. Do they have a super tribe ("from above")? How many iɣṣan are there in the tribe? How many people in the person's iɣṣ? What is their tigm:i called? Where is it located? How many people in it? Do they have a š:ix? Do they make some celebration in autumn?

LESSON 22 (Reel 22, Slides 161-177)

L22 PREPARATION

a. Study the dialogue of L22.1 before you pronounce it. See ordinal pronouns in S23.2 for "second" and "first."

b. Preview the texts and dialogue in L22.3-5, noting the feminine plural endings. If you want to sound like Zaid's tribe, the Ait Waḥi, you should apply their special assimilation rule: nt → n: , when you pronounce words like iul n tmṭ:ut:, or msl:amnt .

c. Compare the way Buâz:a refers to the women in the two narratives, as noted in L22.5.

d. An example occurs in the cultural notes, of a ma-clause acting as a noun phrase. See S31.2 and find the example. Form this sentence with it: "Each one of you will remember from where he brought the medicine."

e. Set the projector on slide 161; turn it on for Band 2.

L22.1 Zaid and Buâz:a episode 9. Dialogue (11:07)

This dialogue was rerecorded by the speakers, each phrase given twice, with pauses for repetition. Choose a role to play. or repeat all parts. Follow along in the book if you wish. (The text is in L21.5)

When Buâz:a asks how the lambs are, Âs:u answers with a common idiom for "not too good" -- šwi uxlaṣ:. Âs:u is from Ait Waḥi -- you can tell by the way he drops the initial t of nouns after the n-genitive. Actually he just lets the n absorb (or assimilate) the t so that for example âšra n-tixsi becomes âšra n: ixsi.

L22.2 Zaid and Buâz:a episode 9. Dialogue at normal speed. (slides 161-169) (2:00)

* 161

Here's a last look at this transaction, which takes place in a quiet corner of the animal market. Close your book, try to follow the conversation. At the last when Buâz:a asks about the shearing, notice the gesture made with 2 forefingers. 170 **

L22.3 Two women walking to Âin L:uḥ. Narrative 1 (2:48)

This band, and the next two, center on a short episode involving two women, who meet and get acquainted while walking to Âin l Luḥ, a small town at the edge of the cedar forest and the mountains. Buâz:a describes the action slowly; follow along in the book, and listen for the feminine plural subject markers of the verbs, that is, the suffix -nt.

Žmânt snat n taičin g:^{W}brid n Âin l Luḥ; msl:amnt ar tmsalnt . rant kul:-nsnt ad d:unt γr Âin l Luḥ, munnt g:^{W}brid . iut, ult Tmuli ; iut , ult Waḥi . ult Tmuli, tk:a-d Sidi Âdli ; ism-ns Ḥad:a Sâid . ult Waḥi , ism-ns Âiša Muḥnd .

Now close your book and listen to the same text, at normal speed.

L22.4 Two women walking to Âin L:uḥ. Dialogue (slides 170-175) (2:51) * 170

Here is the dialogue between the two women, played by Mimuna and Iṭ:u. The pictures show the Waḥi woman, Âiša Muḥand, going along the road to Âin l Luḥ. The Tmuli woman, Ḥad:a Sâid, comes along behind her and calls out to her. Âiša asks where she is going; they find that both are going to Âin l Luḥ. Ḥad:a asks Âiša to wait for her and they would go together. Then they get acquainted. Choose a role and repeat the speaker's lines. Ḥad:a, the Tmuli woman, speaks first.

Synopsis: snat n taičin, žmân: g:^{W}brid , ur mius:ann: , ar t:msaln:

M. a ta, Ḷ:ah iâaun, hah ! 171

I. a L:aḥ isl:m ! a manig t:awḍ: ?

M. a ta, d:ix γr Âin l Luḥ.

I. awd nk: , d:ix γr Âin l Luḥ.

M. a ta, iwa, g:ani anmun ! 172

BB. tq:ima tmṭ:ut: xf isl:i, at:g:ani tamṭ:ut:-n:a laḍn . 173

I. yaḷ:ah, k:rax and:u .

M. uax:a . bismil:ah . 174

I. mani zg t:d:id ? 175
M. a k:ix-d Sidi Âd:i as:a .
I. i mat:a Šm:in: ?
M. a nk: ult Tmuli ; i mat:a Šm:int ?
I. nk:int ult Waḥi .
M. a mism-n:m ?
I. a ta, Âiša Muḥnd. i mism-n:m, Šm: ?
M. a nk:int Ḥad:a Sâid . 176 **

L22.5 Two women walking to Âin l Luḥ. Narrative 2 (2:50)

Here is the narrative retold from the point of view of someone who knows Ḥad:a Sâid, but does not know the other woman. He refers to the other woman first as "a woman" -- iut n tmṭ:ut: , using the feminine form of "one" for a quantifier. In the next sentence, he refers to her as "this woman" or "that woman," tamṭ:ut:-n:a, meaning "the woman I have just been speaking about" or "the woman in question." The suffix -n:a acts as a demonstrative of reference. Again, notice the feminine plural subject markers on the verbs which refer to the two women. First, Buâz:a reads the narrative slowly; follow along in your book.

td:a-d Ḥad:a Sâid g:ʷbrid , tan:ai iut n tmṭ:ut: dat-as , tγr-as, tn:a-s "g:ani-i !" tq:im tmṭ:ut:-n:a xf isl:i at:g:ani Ḥad:a Sâid . l:ig t:-id-tiuḍ, k:rnt, munnt γr Âin l Luḥ , ar t:msalnt xf ismaun-nsnt .

Now Buâz:a reads the same narrative at normal speed.

L22 CULTURAL NOTES (on tape): The medicine seller's spiel (slides 176-177) (5:00) Vocabulary: * 176

un:a iran	"one who wants"
asafar	"medicine"
aḥqaqi	"genuine"
ikurdan	"bedbugs"
ibux:a	"bugs, fleas"
izan	"flies"

tasut	"cough"
idmarn	"chest"
taula	"fever"
lmal	"cattle; wealth"
iful:usn	"chickens"

l:a t-inq:a ixf	"his head is killing him"
abax:u n Š:Žr	"insects of trees"
k:u iuk: digun	"each one among you"
ad iâq:l	"he will remember"
ma zg d-it:awi	"from whom he brought"
d:wa	"medicine, cure" (=Mor. Ar.) 177 **

L22 APPLICATIONS AND EXERCISES

a. Reenact the dialogue of Buâz:a and Âs:u, or that of the two women walking to Âin l Luḥ.

b. Reconstruct a narrative based on the dialogue of L22.5, from the point of view of someone who knew Âiša Muḥand but not Had:a Sâid; compare it with L22.5.

c. Prepare questions for an interview with a medicine seller: tell him what ails you or your livestock or what bugs are bothering you; ask him if he has the cure, how much it costs, how to use it (what to do with it).

d. Make negative sentences from the sentences of L21.3, by the rules in S11. Remember to use ur id: before a focused element, as in #1.

LESSON 23 (Reel 23, slides 178-194)

L23 PREPARATION

a. Review the second person subject affixes, for both numbers and genders, and the changes they undergo when used in imperfect tense, after ad (S3.2 and Table 6).

b. Preview the sentences and narrative in L23.3 and 4.

c. Review the short forms of numbers before miya (100), in Review II-E. Count by hundreds to 1000 (alf).

d. Note the use in L23.4 of al:ig and g to mean "until" ..."when."

e. Set the projector on slide 178; turn it on for Band 5.

L23.1 Imperative plus imperfect verb sequences (6:39)

In Tamaziγt, when you want to tell someone to do two or more successive actions, you usually use the imperative verb form only for the first action. For subsequent actions you usually use the imperfect tense form of the verb. In English you could say "Get up and go." but in Tamaziγt you would say something more like "Get up that you go."

k:r ad-t-d:u-d → k:r at:d:ud.

Zaid is going to tell different people "Get up that you go." As you repeat his sentences both times he gives them, listen for the subject markers of the two verbs: the imperative subject marker of the first verb, and the regular tense-form subject marker of the second verb, both of which agree with the number and gender of the person or persons addressed.

k:r, a Ḥmidu, at:d:ud !
k:r, a Mimuna, at:d:ud !
k:rat, aʸ arau, at:d:um !
k:rn:, a taičin, at:d:un: !

Now Mimuna will tell different people "Remain that you spend the night." (The verb for "spend the night" is ns.) Repeat each sentence both times she says it. Later you will have an opportunity to produce the second verb phrase, in the imperfect.

q:im, a Buâz:a, at:nsd .
q:im, a Faḍma, at:nsd .
q:imat, aʸ arau, at:nsim .
q:imnt, a taičin, at:nsint .

Here are some sentences for you to complete. Zaid will tell different people to get up. He says this just once. Without repeating what Zaid says, add the verb phrase meaning "that you go," using the appropriate subject marker for the person or persons addressed. Then Buâz:a provides the model response twice.

k:r, a Ḥmidu, ______________ at:d:ud .
k:r, a Mimuna, ______________ at:d:ud .
k:rat, aʸarau, ______________ at:d:um .
k:rn:, a taičin, ____________ at:d:un: .

Mimuna tells various people to stay; complete her sentence with the verb phrase meaning "that you spend the night." Use the appropriate subject marker. Buâz:a provides the model response twice after you've had time to respond.

q:im, a Buâz:a, __________ at:nsd.
q:im, a Faḍma, __________ at:nsd.
q:imat, aʸ arau, __________ at:nsim.
q:imn:, a taičin, __________ at:nsin: .

L23.2 The handing demonstrative stem aγa, with m and f sg endings. (4:17)

Tamaziγt has a special word used when handing something to someone. The ending differs according to the number and gender of the person or persons addressed. You may name the thing being handed, or call the person's attention to your gesture by saying aγaš (to a man) or aγam (to a woman). Here Zaid tells Mimuna to bring him potatoes, tomatoes, onions, and so on. She responds with aγaš baṭaṭa, as if she were handing him the potatoes.

Choose a role. If you're a male, repeat Zaid's sentence after he has said it twice. If you're a female, take Mimuna's role and try to respond before she does; then repeat her model response, both times she gives it.

awi-d baṭaṭa .	aγaš baṭaṭa.	(potato)
awi-d m:aṭiša .	aγaš m:aṭiša.	(tomato)
awi-d lbṣl	aγaš lbṣl.	(onion)
awi-d taγṣayt .	aγaš taγṣayt.	(squash)
awi-d d:l:aḥ .	aγaš d:l:aḥ.	(watermelon)

Now the roles change. Mimuna tells Zaid to bring her figs, grapes, raisins, etc. If you're female, just repeat Mimuna's request. If you're male, give Zaid's response before he does, then repeat it after him both times he says it.

awi-d tazart .	aγam tazart.	(figs)
awi-d aḍil .	aγam aḍil.	(grapes)
awi-d z:bib .	aγam z:bib.	(raisins)
awi-d aft:ix .	aγam aft:ix.	(canteloupe)
awi-d l:imun .	aγam l:imun.	(oranges)

L23.3 Zaid and Buẑz:a episode 10. Buying vegetables and fruit. Independent sentences. (4:26)

Zaid, like most people, has come to the Suq to buy fresh meat and vegetables. The word for "vegetables and fruit" is lxuḍrt. He has brought his basket (š:l:ala). He chooses the vegetables (the verb for "choose" is xṭar), and the greengrocer weighs them for him. He buys a lot of vegetables, and puts them in the basket; the verb for "put" is g, or you can use gr which also means to throw. He fills the basket with vegetables. The verb for "fill" is âm:ṛ. The greengrocer does the reckoning for Zaid; he knocks off 4 reales for him. A reale (ar:ial or tar:ialt) is worth about 1 cent. Zaid gives the vegetable man a thousand reales (a thousand is alf). The greengrocer takes out two hundred and fifty; he returns the change to Zaid. Zaid takes the basket, heavy by now; he says he hasn't forgotten anything but Satan (the verb for "forget" is t:u), he has bought everything. The word for "everything" is kul:ši. He bids goodbye to the greengrocer, and starts home.

There are pauses here for you to repeat. Follow along in the text if you wish.

1. id:a Zaid γr s:uq .
2. iusi Zaid š:l:ala γr s:uq .
3. ixṭar Zaid lxuḍrt .
4. iâbṛ uxḍ:ari lxuḍrt i Zaid .
5. lxir l lxuḍrt ag:sγa Zaid .
6. iga Zaid lxuḍrt g š:l:ala .
7. iâm:ṛ Zaid š:l:ala s lxuḍrt .
8. igra Zaid lxuḍrt g š:l:ala .
9. ižmâ uxḍ:ari lḥsab i Zaid .
10. ik:s uxḍ:ari rbâa w:ar:ial: i Zaid.
11. išfa Zaid alf r:ial i bu-lxuḍrt .
12. ib:i bu-lxuḍrt mitain u xmṣin .
13. irura uxḍ:ari ṣ:rf i Zaid .
14. iusi Zaid š:l:ala .
15. tẓ:ai š:l:ala .
16. ur it:u Zaid ualu, γas š:iṭan .
17. isγa Zaid kul:ši .

18. imṣafaḍ Zaid d uxḍ:ari .
19. iâaid Żaid γr tad:art-ns .

L23.4 Zaid and Buâz:a episode 10. Narrative. (3:44)

The narrator refers to Zaid by his title Lḥaǰ, which means that Zaid has made the pilgrimage to Mecca. He remarks on why Zaid went to the market and what he did there. After greeting the greengrocer, Zaid begins to choose the vegetables he wants. Half a kilogram of bananas, a kilogram of apples; potatoes, tomatoes, onions. A whole lot of vegetables is what he buys (šigan means "a whole lot," as also does bz:af or lxir). He keeps "hitting" (or filling) the basket until it's so full he was hardly able to carry it. The verb for "be able" is iγii.

The greengrocer asks Zaid if he hasn't forgotten something; Zaid replies "Only Satan." The narrator explains that Zaid didn't want Satan to go with him. Zaid pulls out a thousand-reales (about $10) and pays the man, who breaks it and gives him the change. They go their ways.

Follow along now in the book.

id:a Lḥaǰ Zaid ad isγ lxuḍrt . isl:m xf uxḍ:ari , ibdu ar it:xṭar lxuḍrt n:a ira . lxir lxuḍrt ag:sγa . isγa nṣ: kilu l lbanan , kilu n t:f:aḥ , baṭaṭa , m:aṭiša, lbṣl . -- šigan l lxuḍrt ag:sγa , ar ik:at š:l:ala al:ig tâm:ṛ , g ur iγii at:-iasi .

isal-t bu-lxuḍrt mani ur it:u ša ; in:a-s Zaid ur it:u γas š:iṭan . ur iri Zaid is: imun š:iṭan . inzγ-d Zaid alf r:ial, išf-as-t i uxḍ:ari , ib:i-n: uxḍ:ari mitain u xmsin r:ial-ns, irar-as-d ṣ:rf . k:u ša id:u ibrdan-ns .

L23.5 Zaid and Buâz:a episode 10. Dialogue. (slides 178-192) (4:20)

* 178

This dialogue is completely spontaneous; it was recorded extemporaneously before the Zaid and Buâz:a series had been constructed, and is typical of a common kind of verbal play among Berbers, involving role-playing. The dialogue is faster than usual, with very short sentences, and full of forms of direct address.

The greengrocer addresses Zaid respectfully as Uncle Hadj--Âm: Lḥaǰ. As Zaid gives his order the man keeps asking "And what else?"-- d-mi?

Zaid asks for various fruits and vegetables: bananas (lbanan), apples (t:faḥ), potato (baṭaṭa), tomato (m:aṭiša), raisins (z:bib), onion (lbṣl), tangerines (lmandarin), oranges (l:imun), a head of celery (taga). When he says "enough" -- baraka! the greengrocer suggests others he might have forgotten, such as string beans (l:ubya), or squash (taγsayt), or cucumber (lxyar).

As they reckon the cost, they bargain a little: Zaid says 250 is a lot, the vegetable man says it was really 254 but he had already knocked off 4 reales. Zaid says, "Well ok, 250, gimme the change." They count it out together and say goodbye.

Now close the book and imagine yourself among the tents of the vegetable merchants at the Suq; see how much of the normal verbal exchange you can understand in this context. During the next class you may play one of the roles.

Synopsis: id:a Zaid γr ixḍ:ariin ad is:γ lxuḍrt.

Z. ṣbaḥ lxir , a lmâl:m .
B-X ṣbaḥ lxir .
Z. labas γurun ?
B-X may tânid ?
Z. iwa, Ṛb:i ad izy:n ṣ:niât .
B-X barak Ḷ:ahufik. mat:a uin:a, may trid, a Âm:
Lḥaj ?
Z. âbṛ-ax iuk: n nṣ: kilu l lbanan. 179
B-X nṣ: kilu l lbanan -- bismil:ah !
Z. awi-d iura, a Sidi .
B-X haγaš .
Z. gr-t-id g š:l:ala . 180
B-X aγaš .
Z. âbṛ-ax t:f:aḥ . 181
B-X bismil:ah .
Z. kilu .
B-X haγaš .
Z. awi-ax-d awd baṭaṭa . 182
B-X iih. d-mi ?
Z. awi-d m:aṭiša . 183
B-X d-mi ?
Z. g-ax-d ša n z:bib .
B-X d-mi ? šḥal ay trid n m:aṭiša ?
Z. awi-i-d žuž kilu . 184
B-X d-mi?
Z. d ... d ... lbanan, tšfid-i-t iad.

B-X iih.
Z. awi-id žuž kilu l lbṣl . 185
B-X iih ?
Z. awi-i-d žuž kilu n baṭaṭa .
B-X iih ?
Z. awi-i-d žuž kilu l lmanḍari .
B-X əh əh ? 186
Z. žuž kilu n l:imun .
B-X d-mi ?
Z. awi-i-d iun ixf n:aga, nγd: sin. (taga) 187
B-X iih ?
Z. iwa, baraka .
B-X ṣafi ?
Z. ayn:a mi γiix at:asix , nt:a ayn:a .
B-X ur t:awid ša n l:ubya ? 188
Z. awi-i-d kilu .
B-X awa, nt:u taγṣayt . 189
Z. lalal, taγṣayt, tl:a γurx.
B-X i lxyar ?
Z. lxyar, ur da t-nt:t:a . 190
B-X ad aš-žmâx dγi, mad -- ? 191
Z. ay:h .
B-X iwa raâa ma ur tt:ud ša .
Z. lalal, ur nt:u γas -- š:iṭan id:a ibrdan-n:s.
B-X iwa, uax:a. ... šḥal ay γurš ?
Z. iwa, raâa šg: .
B-X γurš mitain u xmsin . 192
Z. yah, yak ma , bz:af ayn:a !
B-X awa, mitain d rbâa u xmsin, is aš-k:sx
rbâa w:ar:ial: .
Z. iwa, g γas mitain d xmsin, l:ig tiuḍ:, al:ig
t:n:id iad. awi-d tin:a iaḍnin , yaḷ:ah !
B-X haγas , ha ṣ:rf.
Z. awi-d iura, bismil:ah !
B-X ha tlt: miya .
Z. ha tlt: miya .
B-X ha rbâ miya .
Z. ha rbâ miya , ha sbâ miya .
B-X ha st: miya, ha tmn miya, hay alf.
Z. ha^{y} alf -- ṣafi. Ḷ:aihn:ik, a Sidi.
B-X Ḷ:aihn:ik. 193
**

L23 CULTURAL NOTES (on tape): A poor woman caught cutting green wood (a skit) (slides 193-194) (5:20) Vocabulary: * 193

lfuristi	"the forester"	agnzim	"ax"
talmskinat	"poor woman"	isq:an	"cords"
akš:iḍ	"wood"	tabṛ:anit	"foreigner" (f)
azgza	"green"		
d:ifanḍi	"prohibited (by civil law)"	lqaâida	"custom"

zdm	"gather wood"	lbiru	"office (esp. of government)"
lxḍiyt	"a fine"		
lmxzn	"the government"		

194 **

L23 APPLICATIONS AND EXERCISES

a. To make the responses in L23.2 more natural, replace the noun with the appropriate DO pronoun. (Find the noun's number and gender in the lexicon if it is not apparent from the form.)

b. Use the imperative plus imperfect tense construction of L23.1 to express these sequences: "Get up and go/plow/buy vegetables/take the basket/(etc.)." "Sit down and breakfast/eat midday meal/eat supper/drink tea/(etc.)" "Go and look/see the vegetable man/ask the medicine man (bu- ?) if he has flea medicine/buy meat."

c. Use the vocabulary of reckoning and making change from L23.3, to describe a transaction between a buyer and a seller; specify how much money the buyer gave the seller; how much change he gave back.

LESSON 24 (Reel 24, slides 195-201)

L24 PREPARATION

a. Note the different verbs Zaid uses to order vegetables: âbṛ, awi + d, gr, and g (the all-purpose verb).

b. "We" and "us" are ambiguous; to specify who it includes besides yourself, use the preposition (i)d . Eg. "Me and you (m sg) and Zaid" would be nk:in ik: d Zaid. (ik: < id+š ; cf. other pronouns that have š ~ k, in S32). What would "me and you (f sg)" be?

c. Set the projector on slide 195; turn it on for Band 2.

L24.1 Zaid and Buâz:a episode 10. Dialogue at normal speed, without pauses or slides (2:15)

Instead of the usual slowed-down version, you will hear this dialogue again at its natural pace. Follow along in the book, and in addition, choose a role and "shadow" the speaker; that is, try to speak the lines along with him, using the same intonation. If you are rerecording this dialogue in a language lab, wait to speak until you replay your own tape. (The text is in L23.5.)

L24.2 Zaid buys meat. Independent sentences, pauses (slides 195-200) (5:18)

* 195

These 6 additional independent sentences describe another buying situation, this one taking place at a butcher's shop in the shade. For a change, close your book and watch the slides while you listen and repeat the sentences in the pauses.

The pictures and the vocabulary of the previous text should help you understand the narrator's description.

1. tl:a tḥanut ugz:ar g:ʷmalu .
2. id:a Zaid ad isγ aksum . 196
3. l:a it:xṭar Zaid aksum. 197
4. iâḅr ugz:ar kilu uksum i Zaid . 198
5. išfa Zaid alf r:ial i ugz:ar . 199
6. irura ugz:ar ṣ:rf i Zaid . 200

Now open your book and follow along as you hear this same description at normal speed. 201

**

L24.3 Imperative and hortatory sentences. (3:31)

Imperative sentences are addressed to another person or persons. Adding the hortatory suffix -ax to an imperative verb form changes the meaning to include the speaker in the action. For example, k:r with the zero imperative singular subject marker means "You get up." while k:rax with the hortatory suffix added means "Let's you and me get up."

Here's a variety of sentences given by Zaid and Mimuna to illustrate the use of the imperative and the hortatory, addressed to various combinations of people. If there is a second verb phrase in the imperfect tense, notice how its subject marker helps to indicate whether the first verb is imperative or hortatory. Each sentence is given just once. Repeat in the pauses, and follow along in the book.

k:r, a Ḥmidu, awi-d aman.
k:r, a Mimuna, awi-d aman.
k:rax, a Ḥmidu, anf:γ .
k:rax, a Buâz:a, nk:in ik: d Ḥmidu, anf:γ .
k:ratax, a Buâz:a, nk:int ik: d Ḥmidu, anf:γ .
k:r, a Mimuna d Malik:a, at:f:γn: .
iwa k:rn: !

k:rintax, a Faḍma, Šm: d Malik:a, anf:γnt .
    iwa k:rint !
k:rax, a Faḍma, nk:int idm, anf:γ.
    iwa k:rax !
k:rintax an f:γnt kul:
    iwa k:rintax !

L24.4 Using the handing demonstrative aγa with m and f (3:25)

Here's a review of the handing demonstrative aγa plus the appropriate ending. Different speakers ask for different things. Respond as if you were handing them the thing mentioned by the speaker. That is, use the handing demonstrative that's appropriate for the person who spoke, and then mention the thing wanted. For example, if a man said to you awi-d ṭ:as , you would answer: aγa-š ṭ:as.

Each command is given twice. Listen the first time; respond the second time. Then the model response is given twice. Repeat each time.

M.	awi-d aman.	aγam aman.	(water)
Z.	awi-d at:ag.	aγaš at:ag.	(tea)
M.	awi-d s:k:ʷar.	aγam s:k:ʷar.	(sugar)
Z.	awi-d n:ânaâ.	aγaš n:ânaâ.	(mint)
M.	awi-d aγrum.	aγam aγrum.	(bread)
Z.	awi-d udi.	aγaš udi.	(butter)
M.	awi-d aksum.	aγam aksum.	(meat)
Z.	awi-d aft:al.	aγaš aft:al.	(couscous)

L24.5 The story of Jackal and Stork inviting each other (5:14)

Among the traditional stories which people of North Africa have recounted to each other from time immemorial are many in which the characters are animals which assume human characteristics such as speech. Many Berber tales concern the crafty jackal, Uš:n, who is the traditional enemy of the sheep, and whose name is not to be mentioned in the morning. (Most tales are told in the evening.)

This story relates how Uš:n and the stork, Br:arž, invite each other and try to outwit each other at a game of hospitality. It was recorded by Buâz:a in a rather careful style, for an American student who asked him to retell it slowly because he didn't understand the original, that we recorded as Zaid told it to some friends. You will probably get the drift of the story from these vocabulary words:

iârḍ	he invited
da m:âraḍn	they were inviting each other
iž:užd	he prepared (something)
imšli	midday meal
aḥrir	thick soup
tazlaft	platter
iuẓd	he stretched out (an arm or leg or something)
l:a it:aẓad	he was stretching or reaching out
aγnbu	beak (of the stork, of course)
ils	tongue
l:γ	lap
turift	a grain, like popcorn
lmiraz	a deep grinding bowl
aḥbub	a single grain or tiny lump

Later you will hear the original story-telling session; but first listen to Buâz:a's easier version.

lqist W:ušn d Br:arž da m:âraḍn

A. âud-i lqist-n:a , saḥa , γas s šwi šwi -- ur t-fhimx.

B. uax:a . in:a-š, il:a Uuš:n d Br:arž gan imd:uk:al . iwa , a Sidi, iun uas: iârḍ Uuš:n Br:arž , iž:užd-as imšli , ig-as aḥrir g tzlaft .

A. iih ?

B. in:a-š , l:a it:aẓad Br:arž aγnbu , ur da s-d-it:asi ualu uḥrir . l:a it:aẓad Uuš:n ils, il:γ aḥrir kul: .

A. iih ?

B. in:a-š, iun uas: iârḍ Br:arž Uš:n . ig-as turift g lmiraz. l:a it:aẓad Uuš:n ils, ur da s-it:auḍ turift. l:a it:aẓad Br:arž aγnbu , iasi-d aḥbub , al:ig iča kul:ši . al:ig d-f:γn, k:u iuk: iča ayn:a iga . Uš:n, il:γ aḥrir-ns , Br:arž , iča turift-ns .

L24 CULTURAL NOTES (on tape): Four stories about the jackal, Uš:n (slides 201) (8:11) Vocabulary: * 201

Insi	"hedgehog"	aâl:uš	"lamb"
irifi	"thirst"	aγbalu	"spring" (of water)
d:lu	"bucket"	aud:i	"oh dear,--"
d:ab:t	"carcass" (M.Ar.)	lxuḍrt	"vegetables"
uskain	"hounds"	lmut	"death"
ingmarn	"hunters"	lmus	"knife"

**

L24 APPLICATIONS AND EXERCISES

a. Reenact the episode of Zaid buying vegetables.

b. Construct a dialogue between yourself and the butcher: ask if he has meat of lamb, ewe, ram, beef; how much the kilogram; tell him how much you want; how much money you are handing him; count the change with him. Bargain a little.

c. Use verbs of action in the dual and plural hortatory, to say "Let's go/sit/eat/drink tea/etc." Specify who you mean besides yourself: nk:in id-_d flan "me and you and so-and-so," using the preposition (i)d plus the appropriate object.

d. Pronominalize the nouns in the responses of L24.4; eg. aγam aman — aγam-tn ("water" is plural).

e. If you have questions about the story of Jackal and Stork, ask them in Tamaziγt.

SIXTH REVIEW (Lessons 21-24)

A. Language use, vocabulary, and style

Vocabulary varies with subject matter; special fields of reference such as livestock, crops, weaving, etc., have their own specialized vocabularies. But language has other uses than conveying information about some referent; it also functions (along with gesture and expression) to signal more or less subtly the feelings of the speaker; to influence the acts of others (as in imperatives); to oil the wheels of interpersonal contacts and keep the communication line open even though no referential messages are exchanged; and as an object in itself, as in poetry, riddles and stories.

The styles of language associated with different uses are not easy to observe in simple controlled lessons; they are more apparent in the cultural texts. You can, however, see some differences in the type and length of sentences used in Zaid's dialogue with the vegetable man (L23.5), and the thanks and farewells exchanged by host and guests in L17.6. Compare them also with the exchanges of information in L21.5 and L19.4. Begin to be aware of the need to match language style and use with situation; Americans tend to stress the informative-referential use of language somewhat heavily.

B. Expressing purpose or intention

A verb phrase in the imperfect tense, as a complement to a main verb, expresses purpose rather weakly. It can be made more specific by using a purpose clause introduced by taḥma (or an equivalent word; see S17):

tn:as ad if:γ (taḥma) ad asn-d-tšf ad čin.
"she told him to pour (in order) that she give them to eat."

Use this construction to explain why Buâz:a went to S:uq l Lḥd:; why Zaid went; why you went/are going to Morocco; why you want to speak Tamaziγt; etc. Compare this to the meaning expressed by âlaḥq: "because" in S17.

C. Imperative or hortatory verb as an inceptive

The verbs d:u "go" and k:r "get up" are often used in the imperative or hortatory form to mean "get started" (doing whatever is mentioned in the complement). Eg. k:r at:gnd "Get up that you sleep!" = "Go to bed." The exclamation yaḷ:ah is used in the same way; sometimes it even has the plural imperative affix; or it may occur alone as in L22.4.

D. Coordinate sentence linking

Review the different forms for linking sentences in a coordinate series (S16). Use these devices to link the independent sentences of L21.3 (or L17.4, or L19.2) into a narrative. See S18 for other changes. Note in L21.4 and 5, the use of aγul "return, recur" to link similar events in a temporal sequence.

E. Focused questions with id:

A focused sentence may be made into a question with id: (< is + d); see S12.1. Use it to form questions such as "Is it Zaid who told this story to David?" "Was it Stork that Jackal invited?" Prepare other questions, especially on texts where you really want to know the answers. See also S12.3 for the tag question asking the alternative, with mad.

F. Use of id:-clauses in non-questions

Compare the focused questions in id: above, with the use of id: to introduce a clause with the meaning of "as for ___." (See S17. Find examples in L21.4 and 5.) Use this construction to express your difference from some other(s); eg. "My friend went to buy vegetables; as for me, I went to buy meat;" or, "I've eaten; as for so-and-so, he hasn't yet."

LESSON 25 (Reel 25, slides 202-212)

L25 PREPARATION

a. Test whether you can produce the right DO pronoun when you see the noun, by covering the right-hand column of S25.1 and predicting the short form, asi + DO.

b. The preposition (i)s "with" is sometimes hard to distinguish from the indirect object -s "to him/her/it." For example in šḫal as-tl:am? "With how many are you?" as represents ay + s "with," not "to him/her." One clue for interpreting such ambiguous forms is the verb; ili does not take an indirect object, but does occur with a prepositional phrase in s : nl:a s sin "We are with two" --i.e. there are 2 of us.

c. Review verbless sentences with the prepositions γur and dig, in S10. Find examples with γur, in S25.3 and 5.

d. Preview the sentences and narrative of Episode 11. Note the two ways of saying "Zaid still had sugar and tea (to get)"; the use of (i)s; the double use of the prepositional phrase to say "Not to-him to-the taxi man..." in a verbless sentence; the use of an m-clause to say "what they would ride"; the use of the f pl lblais to mean either "places" or "passengers" are needed; the use of ayn:a (or an:a) to mean "whatever" was needed, etc.

e. Set the projector on slide 202; turn it on for Band 5.

L25.1 Pronominalization of direct object (m, f sg) (4:56)

When you have once referred to someone or something by name, you're likely to use a pronoun if you refer to it a second time. Tamaziγt, like English, has several sets of pronouns for different parts of the sentence: subject, direct object, or indirect object of the verb. Unlike English, in Tamaziγt these pronouns are affixed to the verb. This exercise provides practise in replacing a noun which is the direct object of the verb, with the pronoun affix of the same number and gender, and attaching it to the verb as a suffix. Your task will be to replace the direct object noun with the DO pronoun. First, Zaid will tell someone to take the teapot or some other object, using masculine singular nouns: asi abr:ad! asi abr:ad! Replace abr:ad with the m sg pronoun affix t -- asi-t. Then you will hear Zaid give the model response; repeat it both times. (Close your books now.)

asi abr:ad!	asi-t.	(pot)
asi at:ag!	asi-t.	(tea)
asi aksum!	asi-t.	(meat)
asi aγrum!	asi-t.	(bread)
asi aṭ:bṣil	asi-t.	(plate)
asi aqṣri!	asi-t.	(bowl)
asi aγ:u !	asi-t.	(milk)

Now Mimuna will make the same request using some feminine singular nouns. Replace them with the suffix -t: .

asi taγṣayt!	asi-t:.	(squash)
asi tazart!	asi-t:.	(figs)
asi tal:imunt!	asi-t:.	(the orange)
asi m:aṭisa!	asi-t:.	(tomatoes)

L25.2 Imperative with IO and sentence complements (3:31)

In the following sentences, Buâz:a says to tell someone else to do something; for example, to tell Muḥa that he should sit down:

inas i Muḥa ad iq:im .

Then you respond by telling Muḥa to sit down:

q:im , a Muḥa !

Then Zaid gives the model response twice, for you to repeat:

q:im , a Muḥa! ________ q:im, a Muḥa! __________.

(Cover the text and try to respond with the imperative.)

inas i Muḥa ad iq:im.	q:im, a Muḥa.
inas i Muḥa ad ik:r.	k:r, a Muḥa.
inas i Muḥa ad ibd:.	bd:, a Muḥa.
inas i Muḥa ad id:u.	d:u, a Muḥa.

inas i Faḍma at:q:im.   q:im, a Faḍma.
inas i Faḍma at:k:r.   k:r, a Faḍma.
inas i Faḍma at:bd:.   bd:, a Faḍma.
inas i Faḍma at:d:u.   d:u, a Faḍma.

L25.3 Zaid and Buâz:a episode 11. Finding transport back to Zaid's house. Independent sentences. (4:26)

In this episode Zaid and Buâz:a finish their business at the S:uq and look for transportation to Sidi Âd:i. The verb for "finish with something or someone" is fḍ:a. Buâz:a has finished with his arb:aâ; he rejoins Zaid, who had bought meat and vegetables but still has sugar and tea to get. Buâz:a goes to get places on the bus (lkar) but finds it full or all sold out except for 1 place, but they need 2 places. Then Zaid and Buâz:a go to a taxi man. They will have to pay the fare clear to Aẓru. Buâz:a takes the front places ("place" is lblast), and the taxi driver puts Zaid's things in the rear. The bu-ṭ:aksi hasn't found enough passengers, he looks around for more, and calls out his destination -- Aẓṛu.

Repeat each sentence in the pause. Follow along in the book if you wish.

1. ifḍ:a Buâz:a d urb:aâ-ns .
2. ižmâ Buâz:a d Zaid .
3. isγa Zaid aksum d lxuḍrt .
4. iq:im-as s:k:^{w}ar d uat:ag i Zaid .
5. isul-as s:k:^{w}ar d uat:ag i Zaid .
6. ad id:u Buâz:a d Zaid γr Sidi Âd:i .
7. iâm:ṛ lkar .
8. ur iq:imi g lkar γas iut l lblast .
9. l:an md:n s sin.
10. ur γurs γr bu-lkar γas iut l lblast.
11. id:a Zaid d Buâz:a γr bu-ṭ:aksi .
12. ad ixl:ṣ Zaid d Buâz:a lmrkub Uẓṛu .
13. iumẓ Buâz:a lblais timzg^{w}ura .
14. iga š:ifuṛ n ṭ:aksi lḥwaiž n Zaid g tf:ir .
15. ur iufi bu-ṭ:aksi lblais .
16. l:a it:raâa bu-ṭ:aksi lblais .
17. l:a iq:ar bu-ṭ:aksi i lblais Uẓṛu .

L25.4 Zaid and Buâz:a episode 11. Narrative (4:44)

The narrator summarizes what Zaid and Buâz:a have done since arriving at S:uq l Lḥd:. They separated, each one to his own task. Buâz:a went to meet his arb:aâ, Zaid to do whatever he needed. A verb for "do one's errands" is qḍu. When they finished, they met to see what to ride in to Sidi Âd:i. The verb to "mount" or "ride" is ni. When they find there are still some places in the taxi, the driver asks them to wait a little (the verb for "wait" is g:ani). They are asked to wait till some other places (passengers) come along. But the driver says they must pay 40 reales, the fare clear to Aẓṛu. Finding nothing else to do, they accept. Zaid tells Buâz:a to take the front seats, and Zaid goes to put his basket in the trunk. The driver begins to call for passengers for Aẓṛu.

Listen for comprehension. Follow along in the book if you wish.

l:ig n:-iiuḍ Zaid d Buâz:a γr S:uq l Lḥd: , bḍan , k:µ luk: id:a ad ig lhm:-ns . Buâz:a id:a ad ižmâ d urb:aâ-ns , Zaid id:a ad iqḍu an:a s-ixṣ:an . l:ig šm:l:, žmân ad raâan may t:nuin γr Sidi Âd:i . Buâz:a ifḍ:a lhm:-ns , Zaid, isγa lxuḍrt d uksum , ualain:i isul-as s:k:^{w}ar d uat:ag . id:a Zaid ad:-isγ ayn:a s-ixṣ:an , id:u Buâz:a ad isal bu-lkar xf lblais ; iaf-n: lkar iâm:ṛ , ur iq:imi γas iut l lblast, nitni l:an s sin.

l:ig d-iâaid Zaid, d:an γr iun bu-ṭ:aksi , at:-sal: xf lblais , afn-t-in: sulnt xṣ:ant-as lblais . in:a-sn ad g:anin šwi, ayn:a xf as-d-t:d:unt ša l lblais iaḍnin. ualain:i in:a-sn ad xl:ṣn rbâin r:ial , lmrkub Uẓṛu . ur ufin may gan , qbl: . in:a-s Zaid i Buâz:a ad iamẓ lblais timzg^{w}ura , id:u nt:a ad ig š:l:ala-ns g tf:ir . ibdu bu-ṭ:aksi ar iq:ar i uin:a ranin ad d:un γr Aẓṛu .

L25.5 Zaid and Buâz:a episode 11. Dialogue (Slides 202-212) (2:35) * 202

The narrator provides a short synopsis and two descriptive interludes. The rest is dialogue, between Zaid, Buâz:a, the bus driver, and the taxi driver. As usual in this kind of discourse, much use is made of the first and second person, both singular and plural, in verbs and pronouns, and also of the imperative and the hortatory verb forms. Listen for these forms as you follow the dialogue with the help of the slides (books closed).

Synopsis: ibḍa Buâz:a d urb:aâ-n:s. id:u ad ižmâ d Zaid. Zaid, nt:a, isγa-d aksum d lxuḍrt .

Z. iwa, tfḍ:ad , šg: d urb:aâ-n:š ?
B. nfḍ:a . i šg: , tšm:ld lmqḍiyat-n:š ?
Z. sγix lxuḍrt , sγix aksum, ur i-iq:ima γas s:k:^{w}ar d uat:ag .
B. iwa d:u sγ-tn-id. 203
Z. uax:a . iwa, raâa šg: may nt:nui .

(id:a Zaid ad isγ at:ag d s:k:ʷar. id:u Buâz:a γr bu-lkar.) 204
B. ma γr da it:d:u lkar-ad? 205
B-K. ma γr trid šg: at:d:ud ?
B. Sidi Âd:i .
B-K. yaḷ:ah , ni !
B. nl:a s sin .
B-K. iwa , ur γuri γas iut l lblast .
(iaâid: Zaid)
Z. mat:a uin:a , a Buâz:a ?
B. in:aš ur γurs γas iut l lblast .
Z. aura, haš iut n ṭ:aksi . 206
B. is ur da t:d:ud γr Sidi Âd:i , a bu-ṭ:aksi ? 207
B-Ṭ. šḥal as tl:am ? 208
B. sin . 209
B-Ṭ. iwa, ṣbrat ad ax-d-d:un: ša l lblais.
Z. amẓax lblais timzgʷura, bâda . 210
B-Ṭ. hat da t:xl:ṣm t:aman Uẓṛu .
Z. šḥal ?
B-Ṭ. rbâin r:ial .
Z. uâx:a . i may nra ang ? gax-n: aya l lḥwaiž g tf:ir . 211
B-Ṭ. Wa - ṣḥab Aẓṛu ! a ṣḥab Aẓṛu ! 212
**

L25 CULTURAL NOTES (on tape): Left-right, north-south; newscast; fragment of a tamdiazt by Š:ix Bn Nasr u Sliman; an izli (8:40) Vocabulary:

š:rq	"east"
lγrb	"west"
afus afasi	"right hand"
afus aâsri	"left hand"
afus azlmaḍ	"left hand"
Lfitnam tafasit	"South Vietnam"
Lfitnam tazlmaṭ:	"North Vietnam"
lwazir n s:iasa n bṛ:a	"minister of foreign affairs"
bṛ:m xf ufasi	"turn to the right"
d:u nišan	"go straight"
d:u γr tf:ir	"go to the rear; back up (car)"
zaid γr dat	"go ahead"
zwr	"be first" (adj. amzwaru)
z:wr	"cause to be first"

L25 APPLICATIONS AND EXERCISES

a. Practice pronominalizing the direct object, using the sentences in L25.3 which have direct objects. Write them.
b. Compose an account of several persons doing their (or your) errands, seeking public transportation, finding the bus sold out, taking a taxi, paying the fare, etc.
c. Find out from someone and discuss the difference between the taxis of the country and those of the town: how big, how many places/passengers, where they go, when,

whether the driver owns the taxi, etc. Find out the local verb for "drive"; it may be sug:, ndh, or ḥri.
d. Form m-clauses to use instead of noun phrases in these sentences: "I'm looking for something to ride;" "We're looking for something to eat;" "They didn't find anything to buy;" "They don't know what to do." etc.
e. Form clauses with ayn:a to use instead of noun phrases in these sentences: "He bought whatever was lacking to him (whatever he needed);" "Whatever he talks about, answer him." "He forgot whatever I told him." "Whatever he bought, he put it in the basket;" "Go and buy whatever you want."

LESSON 26 (Reel 26, slides 202-213)

L26 PREPARATION

a. Check your ability to replace a plural noun with the right direct object affix, by covering the right-hand column of L26.3 and producing the forms.

b. Read the dialogue of L25.5 and look up any vocabulary that is still unclear. Note Zaid doesn't use the neg pf stem q:imi in ur i-iq:ima -- a rare slip.

c. Read the story of Žḥa's nail and identify the new vocabulary.

d. Set the projector on slide 202; turn it on for Band 2.

L26.1 Zaid and Buâz:a episode 11. Dialogue, pauses. (11:58)

The dialogue was rerecorded, phrase by phrase, each phrase given twice with pauses for you to repeat. You may choose a role, or repeat all the lines. Follow along in the book if you wish. (The text is in L25.5.)

L26.2 Zaid and Buâz:a episode 11. Dialogue (Slides 202-212) (2:05)

* 202

Here is a last look at S:uq l Lḥd: as Zaid and Buâz:a arrange for their transportation. The bus is sold out before the s:uq is finished for the day; it is cheaper than the taxi. Notice that the places up front (lblais timzgʷura) are the choicest. Listen for comprehension with your books closed.

213 **

L26.3 Pronominalization of the direct object (m, f pl) (4:20)

This exercise, continued from L25.1, requires you to replace a plural noun which is the direct object of the verb, with a plural pronoun affix of the same gender.

Mimuna will tell someone to set down some things, using the verb for "set down," sirs, with a masculine plural noun. For example: sirs lkisan ! sirs lkisan ! Respond as if you too were making the same request--but use the direct object pronoun, -tn, instead of the noun: sirs-tn. Then you will hear Mimuna give a model response, twice, for you to repeat.

sirs lkisan.	sirs-tn.	(glasses)
sirs ifš:ka.	sirs-tn.	(utensils)
sirs iburksn.	sirs-tn.	(shoes)
sirs ibaun.	sirs-tn.	(beans)
sirs ixamn.	sirs-tn.	(tents)

Now Mimuna switches to direct objects that are feminine plural nouns: melons, spoons, money, and letters. Replace the noun with the feminine plural DO affix -tnt.

sirs tadl:aḥin !	sirs-tnt.	(melons)
sirs tiγnžayin!	sirs-tnt.	(spoons)
sirs lflus!	sirs-tnt.	(money)
sirs tibratin!	sirs-tnt.	(letters)

L26.4 Story: The nail of Žḥa (5:37)

Here is a traditional story about the human trickster Žha, known across North Africa to Persia. In this story Žha sells his house, but retains ownership of one nail in the wall. When the new owner is preparing his wedding celebration, Žḥa claims his right to use the nail in a way that should make the poor buyer read the fine print in the contract next time. These vocabulary items should give you a general idea of what's going to happen:

tad:art	house
igra-t: g lbiâ	He put it on the market
isγ-t:	he bought it
isul ur iumiẓ	he didn't yet take
lârbun	the deposit
amsmar	nail
ur da inz:a	it's not for sale
iiul	he married
lfrḥ	the festivity, celebration
z:b:ala	garbage dump (ḥaš udmaun)
iḍar: iγial	legs/feet of donkeys (ḥaš udmaun!)
ixfaun iḍan	heads of dogs (ḥaš udmaun)
at:n-iagl	that he hang them (ad+tn+iagl)
s amsmar	to the nail
da i-t:š:kšamd	you are causing to enter to me
lxnz	filthy, foul-smelling things
ayn:a rix	whatever I like
uǰix	I left (stg.) (the imperative form is aǰ)
ar as-it:dm:am	and he was begging him
ad šm:lx	that I finish
samḥγ-aš	I excuse you / release you
g:^{w}in:a š-šfix	in that which to you I gave.
irḥl	he moved (changed his residence)

iâaid	he returned
iamẓ	he seized, took, got.

Now hear Buâz:a's careful version of the story, after the student asks him to tell it slowly please.

Lqist n umsmar n Žḥa

A: in:i-i , saḥa , lqist-n:a , γas s šwi šwi .

B: uax:a . in:a-š , il:a Žḥa , γurs tad:art g Fas .

A: iih ?

B: igra-t: g lbiâ .

A: iih ?

B: isγ-t: γurs iun urgaz . isul Žḥa ur iumiẓ lârbun , in:a-s "han amsmar-inu , ur da inz:a . amsmar n Žḥa , ur da inz:a ."

A: iih ?

B: in:a-s urgaz-n:a , "uax:a ."

A: iih ?

B: iiul urgaz-n:a, l:ig ira ad ig lfrḥ....

A: iih ?

B: id:a Žḥa γr z:b:ala, iaši-d iḍar: iγial, iasi-d ixfaun iḍan , iiri at:n-iagl s amsmar .

A: iih ?

B: in:a-s urgaz-n:a , "aud:i , ha šg: da i-t:š:kšamd lxnz γr tad:art ."

A: iih ?

B: in:a-s , "amsmar-inú aya; ayn:a rix, at:-aglx γurs ; am: uas:a am:i uǰix amsmar-a." ar as-it:dm:am urgaz-n:a , in:a-s , "aǰ-i saḥa γas ad šm:lx lfrḥ, ad:ai šm:lx, ha^{y}aš la tad:art-nš , la kul:ši . samḥγ-aš g:^{W}in:a-š šfix ."

A: iih?

B: l:ig išm:l urgaz-n:a lfrḥ-ns, irḥl zg tad:art , iâaid Žḥa γr tad:art-ns, iamẓ tad:art , iamẓ lflus.

L26 CULTURAL NOTES (on tape): Three stories of the trickster, Žḥa (slide 213) (5:12) Vocabulary:

*
213

tafq:irt	"old woman"	iγd	"ashes"
taγiult	"female donkey"	tizi	"hilltop"
ašniḍ	"baby donkey"	ṣafi	"that's all"
bu-ušniḍ	"possessor of donkey"		
bu-tamart	"man with a beard"		

**

L26 APPLICATIONS AND EXERCISES

a. Reenact the dialogue of Zaid, Buâz:a, the bus driver and the taxi man, as you remember it.

b. You have seen several compound nouns formed by bu + a noun. Compare them to other compound nouns described in S28.3. Use bu to form compound nouns meaning: "the man with a basket," "the owner of the land," "a man of property," "the owner of the house," "the man who had the little donkey," etc.

c. Distinguish between the general noun for a species of fruit or vegetable, and the feminine nouns designating one or several individual units of the species: eg. d:l:aḥ "watermelon" (in general), but tadl:aḥt "a particular watermelon." Check the general terms in L23.2 and 5, and try to find the term for the individual vegetable or fruit.

LESSON 27 (Reel 27, slides 214-224)

L27 PREPARATION

a. Can you pick out the verb stem from a verb phrase and use it in a response? Try it by looking at L27.1 with the responses covered. When you play Band 1, close the book and rely only on your hearing.

b. Preview the sentences and narrative of episode 12. The verb nzy means "pull"; can you form the intensive stem (see S19)? How would you say "and they were pulling out vegetables."? Note also the causative verb ž:užd "make ready." What has happened to the causative prefix s:-?

c. Write the following sentences and check them with the dialogue in Band 5: "Look what he brought." (use an m-clause); "We'll make dinner." "It's a-plenty of vegetables that he brought." "He's a guest from afar."

d. Set the projector on Slide 214; turn it on for band 5.

L27.1 The verb "say" and its complements (5:00)

As you've seen, the verb for "say" or "tell," ini, requires two complements: an indirect object for the person or persons spoken to, and a complement for what is said, in either direct or indirect discourse form. In L25 you responded to a request such as "Tell Muḥa to sit down"-- inas i Muḥa ad i q:im!, by telling Muḥa "Sit down!" -- q:im, a Muḥa. If you were to give Muḥa the full picture, you would have to add that the request came from Buâz:a: in:aš Buâz:a "q:im." "Buâz:a says to you 'Sit down.'" The verb ini is in the perfect tense to report what Buâz:a has done.

In this exercise, Buâz:a make a series of requests of this sort, giving each one twice. Try to respond by calling the person he names, and telling him or her to do what Buâz:a requests. Then you will hear Zaid give the model response, with pauses for you to repeat it both times he says it.

inas i Muḥa 'aura.'	a Muḥa! in:aš Buâz:a 'aura.'
inas i Muḥa ad iq:im.	a Muḥa! in:aš Buâz:a 'q:im.'
inas i Muḥa ad ik:r.	a Muḥa! in:aš Buâz:a 'k:r.'
inas i Muḥa ad ibd: .	a Muḥa! in:aš Buâz:a 'bd:.'

If you were addressing a woman instead of a man, the indirect object pronoun would be of course -m instead of -š: e.g. in:am Buâz:a 'q:im.'

inas i Faḍma 'aura.'	a Faḍma! in:am Buâz:a 'aura.'
inas i Iṭ:u 'aura.'	a Iṭ:u! in:am Buâz:a 'aura.'
inas i Âiša 'aura.'	a Âiša! in:am Buâz:a 'aura.'
inas i Mimuna 'aura.'	a Mimuna! in:am Buâz:a 'aura.'

L27.2 Pronominalization of direct object (m and f) (7:06)

Questions that can be answered by yes or no usually begin with the particle is and have rising intonation. But the particle is may be omitted, leaving only the intonation to mark the question. Follow the rising intonation as you repeat these questions asked by Buâz:a. Using the verb for "take," asi , he asks if he should take various objects; each question is given twice, followed by a pause for you to repeat. Zaid or Mimuna responds in the imperative, saying "Take (the thing), take it!" Repeat the response each time it's given, being careful to pronounce the direct object pronoun as given: lax t for a m sg noun, and tense t: for a f sg noun.

ad asix at:ag?	asi at:ag, asi-t.	(tea)
ad asix aksum?	asi aksum, asi-t.	(meat)
ad asix aγrum?	asi aγrum, asi-t.	(bread)
ad asix abr:ad?	asi abr:ad, asi-t.	(pot)
ad asix udi?	asi udi, asi-t.	(butter)
ad asix tazart?	asi tazart, asi-t:.	(fig)
ad asix taγsayt?	asi taγṣayt, asi-t:.	(squash)
ad asix tar:biât:?	asi tar:biât:, asi-t:.	(sugar box)
ad asix taz:nbil:t?	asi taz:nbil:t, asi-t:.	(tea box)
ad asix ṣ:iniya?	asi ṣ:iniya, asi-t:.	(tray)

L27.3 Zaid and Buâz:a episode 12. The women of Zaid's household plan dinner. Independent sentences. (4:45)

This takes place back at Zaid's home in Sidi Âd:i. In these independent sentences, the narrator makes a variety of comments: Zaid has returned (a verb for 'return' is âaid); he brought with him a guest (anbgi) and bought lots of vegetables. Imaziγn, including Zaid, are hospitable (the verb for hospitable is žud); he likes guests. The verb "to like/enjoy something" is awi in its intensive form, t:awi.

The women of the household enter the picture. Fatima empties the basket; she finds plenty of vegetables and meat. She brings the cooking utensils to Iṭ:u (Zaid's sister). Iṭ:u goes to the well (anu) which is right in the courtyard. She draws a bucket of water, and gives it to Fatima to wash the dishes. The women are going to make both couscous (aft:al) and stew (ṭ:ažin) because Buâz:a is a guest from afar. He will spend the night at Zaid's. The verb for "spend the night" is ns.

Repeat each sentence in the pause. Follow along in the book if you wish.

1. iâaid: Zaid zg s:uq .
2. iiwi-d Zaid iuk: ungbi .
3. isγa-d Zaid lxir l lxuḍrt .
4. žudn Imaziγn .
5. ižud Zaid .
6. l:a it:awi Zaid ingbaun .
7. txwa Faṭima š:l:ala .
8. tufa-n: Faṭima lxir l lxuḍrt d uksum .
9. tusi-d Faṭima ifš:ka i Iṭ:u .
10. td:a Iṭ:u γr anu.
11. il:a uanu g:^{W}rḥbi .
12. tugm-d Iṭ:u aṭ:as w:aman.
13. tšfa Iṭ:u aman i Faṭima .
14. l:a ts:irid Faṭima ifš:ka.
15. ad gint tutmin aft:al d ṭ:ažin.
16. angbi n t:asiâ ag:a Buâz:a .
17. ad ins Buâz:a γr Zaid.

L27.4 Zaid and Buâz:a episode 12. Narrative (3:14)

The narrator uses another verb here for "return": žbṛ. He locates Iṭ:u and Fatima waiting in the kitchen to prepare the evening meal, imnsi. They begin to pull out vegetables from the basket. The verb for "pull out" is nzγ. It's plenty of vegetables and fruit that Zaid brought. Also meat; he brought plenty. They get out the pots and pans and draw water to wash them.

Listen for comprehension; you may follow along in the book if you wish.

ižbṛd Zaid zg s:uq , imun-d nt:a d iuk: ungbi .

Iṭ:u d Faṭima , q:imnt g:^{W}alms:i ad ž:uždnt imnsi . bdunt

ar d-nz:γnt lxuḍrt zg š:l:ala . iwa, lxir l lxuḍrt d

lfišit ay d-iiwi Zaid. ag:^{W}d aksum, lxir ay d-isγa.

l:ig txwa Faṭima š:l:ala, tn:a-s Iṭ:u ad:-tasi

ifš:ka ad gint imnsi . tiwi-d Faṭima ṭ:ažin d uasksu ,

tšfa-s Faṭima i Iṭ:u aṭ:as ad:-tagm ša w:aman .

tusi Iṭ:u aṭ:as , td:u γr anu at:agm . anu, il:a

γas g:^{W}rḥbi n tad:art . tâm:ṛ-d Iṭ:u aṭ:as s uaman ,

tša-s-tn i Faṭima at:s:ird ifš:ka .

L27.5 Zaid and Buâz:a episode 12. Dialogue (slides 214-224) (2:40)

*
214

After a short synopsis the women begin to talk about Zaid, his guest, the groceries, and the dinner. Faṭima (played by Mimuna) is from Ait Tmuli; she pronounces the word for "onion," lbṣl, with an f instead of a b; she says lfṣl. Notice that demonstratives addressed to a woman end in m, not š : ayam, hayam, ham, hat-m.

Close your book and follow the conversation with the help of the slides.

Synopsis: iiuḍ: Zaid zg s:uq. imun-d d iuk: ungbi.
tq:ima Iṭ:u Sâid g:^{W}alms:i , ar t:msḍašar
d Faṭima xf imnsi. 215

I. (iwa) han Zaid iiuḍ: zg S:uq l Lḥd:.
F. id: γas nt:a mad--?
I. lalal. imun-d d iuk: ungbi.
F. iwa raâa may d-iiwi , ang imnsi .
I. aγam š:l:ala at:raâad .
F. iwa, lxir l lxuḍrt aya . iwa ham taγṣayt , 216
hayam m:aṭiša , ham l:imun, hayam lfṣl , 217
ham lbanan -- iwa lxir l lxuḍrt aya. 218
I. i mani ša uksum ?
F. hayam-t aya. 219
I. awi-d ifš:ka ang imnsi.
(tiwi-d Faṭima ṭ:ažin d uasksu .) 220
F. iwa d:u , agm-d ša w:aman , hat-m qḍan. 221
I. uax:a . iwa s:ird šm: ifš:ka . 222
F. id: ang ṭ:ažin , mad ag:^{W}d aft:al ? 223
I. hayhay, at:ng s sin. ingbaun n t:asiâ aya! 224
**

L27 CULTURAL NOTES (on tape): Custom; the great holiday; holiday giving (6:46) Vocabulary:

lqaâida-n:x	"our custom"
Lâid axatar	"the great holiday"
ṭaây:at:	"sacrifical animal" (usually a ram)
Âšura	Muslim holiday of tithing
lâšur	the 1/10 to be given for charity
Lâid amẓ:ian	"the little holiday" (at end of Rmḍan)
z:aka	share to be given for charity
lfḍrat	tithe of grain given at end of Rmḍan
lgamila	grain measure (about a quart)
Rmḍan	month during which Muslims fast all day
šaâban	month preceding Rmḍan

L27 APPLICATIONS AND EXERCISES

a. Discuss grocery shopping with someone. Find out if women go to the s:uq; if people buy all their food at the s:uq or if not, where else they buy it; whether they take anything to the s:uq to sell. Describe how the shopping is handled in your family.

b. Use the phrase in:aš or in:am̌ when you begin a story (even though the subject is unknown), and when you give a person a message from someone else. Eg. "Faḍma, your mother says for you to draw some water." "Âs:u, Buâz:a says for you to meet with him at S:uq l Lḥd:, to make accounting of the livestock." "Iṭ:u, Zaid says to make dinner, he has brought a guest from afar." "Faṭima, Iṭ:u says to bring the dishes and wash them." "Iṭ:u, you and Faṭima, Zaid says to empty the basket."

c. An is-type question has rising intonation, even if the is is dropped (see S32.4). If you add a tag question with mad "or," it has falling intonation. Try it with these: "Did Zaid return? or not yet?" "Did he bring a guest? or just himself?" "Is that guest from far off? or not?" "Did he bring just vegetables? or meat as well?" "Shall we make couscous? or just stew?" "Do you understand what I said to you? or don't you understand?"

d. Practice using the pointing demonstrative ha with affixes (S14), and the handing demonstrative, ās you unload the groceries with someone: "Here's bananas, here you have oranges," etc. "Bread? here you have it. Here I give you it." "Here's the water you wanted, here it is." (remember aman is plural).

LESSON 28 (Reel 28, slides 214-225)

L28 PREPARATION

a. Study the dialogue of L27.5 for comprehension before pronouncing it in L28.1.

b. Note the difference between the perfect and imperfect verb phrases in an m-clause (see S7.3 for ay~aγa):

is ts:nd maš-in:ix ?	"Do you know what I told you?"
is° ts:nd maγaš-inix?	"Do you know what I'm going to tell you?" (< ma + aγa + š + ini + x)

Form similar sentences with "you" pl; f sg; f pl.

c. Read the story in L28.4 and identify unfamiliar vocabulary. Note the customary beginning to the story: in:aš,...

d. Review the use of the particle of remote orientation n: (see S29) before using it in L28.5.

e. Set the projector on slide 214; turn it on for band 2.

L28.1 Zaid and Buâz:a episode 12. Dialogue, pauses (8:01)

Iṭ:u and Faṭima rerecorded their conversation, giving each phrase twice with pauses for you to repeat. Choose a role or repeat both speakers' lines. Follow along in the text if you wish. (The text is in L27.5.)

L28.2 Zaid and Buâz:a episode 12. Dialogue (slides 214-224) (2:04)

* 214

Here is a replay of the dialogue at normal speed. Listen for comprehension as you watch the women working, seated on a straw mat in the tiled courtyard, and going to the well in the corner to draw water. On replay, try to "shadow" one of the speakers, i.e., speak her lines along with her as much as you can remember.

224
**

L28.3 Using the indirect object pronoun (2d sg m or f)

In the previous reel, you were supposed to respond to Buâz:a's request to tell a person to do some act, by telling the person named that Buâz:a had said to do such and such. The sentences were grouped according to the sex of the person addressed, so that you could practice using the correct indirect object pronoun with iri. As you recall, the first group was addressed to male persons using in:aš , and the second group to females, using in:am.

Here is a third group in which the genders are mixed, so that you will have to recognize from the name whether a man or woman is to be addressed, and then use the appropriate pronoun. Here Buâz:a makes the request only once; then after a pause for you to respond, Zaid gives the model response twice, pausing each time for you to repeat.

inas i Muḥa 'aura.'	a Muḥa! in:aš Buâz:a 'aura.'
inas i Faḍma 'aura.'	a Faḍma! in:am Buâz:a 'aura.'
inas i Muḥa ad ik:r.	a Muḥa! in:aš Buâz:a 'k:r.'
inas i Faḍma at:k:r.	a Faḍma! in:am Buâz:a 'k:r.'
inas i Muḥa ad iq:im.	a Muḥa! in:aš Buâz:a 'q:im.'
inas i Faḍma at:q:im.	a Faḍma! in:am Buâz:a 'q:im.'
inas i Muḥa ad id:u.	a Muḥa! in:aš Buâz:a 'd:u.'
inas i Faḍma at:d:u.	a Faḍma! in:am Buâz:a 'd:u.'

L28.4 Story: Žḥa and the people of Fas (Fes) (5:30)

In this story, the trickster Žḥa visits the ancient city of Fes, some 75 miles north of the Middle Atlas, to ascend to the pulpit on a Friday and address the people assembled. Here are the crucial vocabulary items:

iun n s:baḥ l Lžimuâa	one Friday morning
iuli	he went up (ali)
lmnbr	the pulpit
is ts:nm	do you-all know?
mayaun-inix	what I am going to say to you
lalal	no no
Ḷ:aihn:ikum	goodbye
Lžimuâa d-id:an	next Friday
mḍašar:	they consulted each other
ad as-nini	we will say to him
ns:n	we know
l:ig d-iâaid	when he came back
l:ig ts:nm	since you know
ula maun-n:ix	what would I say to you
âaudn	they repeated, or did again

n:ṣ:	the half (m sg)
ad iini	he/it will say
ur ns:in	we don't know
ḥma at:-nḥṣ:l	in order that we catch him out, or trap him
kʷn:i	you-all
n:ṣ: n:a is:n:	the half that knows
s:fhmat	explain, cause to understand (pl ipv)
n:ṣ: n:a ur is:in:	the half that doesn't know
tqḍa	It (feminine) is finished

Now here's the student's question, and the story.

lqist n Žḥa d Ait Fas

D. âaud-i, saḥa, lqist-n:a γas s šwi šwi.

B. m:rḥba . in:a-š , iun: s:baḥ l Lžimuâa , iuli Žḥa
γr lmnbr g Fas ; in:a-sn , "aʸ Ait Fas ! is ts:nm
maγaun-inix ?" n:an-as, "lalal."
in:a-sn , "iwa Ḷ:aihn:ikum, al: Lžimuâa n:a d-id:an."

D. iih ?

B. žmân Ait Fas, mḍašar: , n:an , "Lžimuâaʸa d-id:an ad
as-nini , "ns:n ." Lžimuâa-n:a, l:ig d-iâaid Žḥa,
in:a-sn , "aʸ Ait Fas , is ts:nm maγaun-inix ?"
n:an-as , "ns:n ."
in:a-sn , "iwa, Ḷ:aihn:ikum, l:ig ts:nm , ula
maun-n:ix ."

D. iih ?

B. âaudn Ait Fas žmân , mḍašar: , n:an , "n:ṣ: , ad iini
'ns:n' ; n:ṣ: , ad iini 'ur ns:in' -- ḥma at:-nḥṣ:l."
Lžimuâa-n:a, l:ig d-iâaid Žḥa , in:a-sn , "aʸ Ait
Fas , is ts:nm maγaun-inix ?"
n:ṣ: , in:a-s , "ns:n ;" n:ṣ: , in:a-s ,
"ur ns:in ."
in:a-sn Žḥa , "iwa kʷn:i , a n:ṣ:-n:a is:n: ,
s:fhmat i n:ṣ: n:a ur is:in:." iwa ṣafi , tqḍa , ur
iqḍi Ṛb:i .

L28.5 Orientation particles with the imperative (2:52)

Buâz:a will tell you to enter, come forward, get up, and so forth, specifying that the action should be directed toward him. He does this by adding the -d of proximity, and the word γurx -- "toward us." For example, "Enter here toward us," or "come in" is kšm-d γurx ! You respond saying you have done so: "Here I am, I've come in!" hayi kšmx-n: .

Where Buâz:a used the -d of proximity, you use the -n: of remoteness, indicating that your action was away from your location, and toward someone else's. Mimuna gives the model answer twice for you to repeat:

hay:i kšmx-n:.
Now you do it.

kšm-d γurx ! ha^{y}i kšmx-n: .
zaid: γurx ! ha^{y}i zaidx-n: .
k:r-d γurx ! ha^{y}i k:rx-n: .
f:γ-d γurx ! ha^{y}i f:q:-n: .
aura γurx ! ha^{y}i d:ix-n: .

L28 CULTURAL NOTES (on tape): A Žḥa story; skit on charity; riddling (slide 225) (5:54) * 225

Vocabulary:

lfḍrat	tithe of grain at end of Rṃḍan
lâil agužil	orphan boy (lost one or both parents)
tamzuzrt	riddle
zuzrx-aš-t-in:	"I riddle you it" - formula introducing a riddle
aḥnu	"I give up"
ayugu-n:x	"our bull"
n:a d id:an	"which came"
s lhz:	"with buzzing"
al:un	a skin drum, open on one side **

L28 APPLICATIONS AND EXERCISES

a. Reenact the dialogue of Faṭima and Iṭ:u unloading the groceries; or a free-style skit about several young men who bring home the groceries to their bachelor apartment and plan dinner.

b. Retell the story of Žḥa and the people of Fes, as you recall it; or a similar story about someone who tricked someone else. Use the opening and closing formulas.

c. Invite someone to confer with you (mḍašar) about some future phase of your work. Describe it as best you can, and tell him you don't know what you will do (maγa gx). Ask what you should say to the person or persons concerned; how you should make them understand what you want. Ask if he understands what you have told him. Then listen.

SEVENTH REVIEW (LESSONS 25-28)

A. Expressing yourself: feelings, emotions, mental states

By now you should control the basic Tamaziγt sentence structure and its most common variations well enough to allow you to express straightforward propositions and questions--provided you know the vocabulary. Here is a special vocabulary with which to express your own states. It's in the form of examples with glosses; remember that perfect tense forms may express present states.

"I was happy that you returned."	frḥx l:ig tâaidm.	frḥ
"I'm contented."	iâzb-ii lḥal.	âžb + IO

"I'm displeased."	ur ii-iâžib lḥal.	âžb + IO
"I'm used to you."	walfx išm.	walf
"I like you."	"	
"I love/want you."	l:a šm-t:irix.	iri + DO
"You are dear to/honored by me."	tâz:d γuri.	âz: + γr
"I recognized the man."	ukʷzx argaz.	akʷz
"I know it/him."	s:nx-t.	isin
"I understand."	fhmx.	fhm
"I think/thought that.."	γalx is(d)_______	γal
"I was thinking that.."	l:a t:inix is(d)____	ini
"I believed in them."	umnx digsn.	amn
"I doubted."	šk:ax.	šk:a
"I remembered to __"	âq:lx ad ______	âq:l
"I don't remember"	ur âq:ilx.	âq:l
"I've forgotten."	t:ux.	t:u
"I worried."	xm:mx.	xm:m
"I'm frightened."	g:ʷdx.	g:ʷd
"I'm angry."	zâfx. (M.Ar.)	zâf
"I'm disgusted with it."	âf:ax is:.	âf:a
"I'm tired."	uḥlx.	uḥl
"I'm in misery."	l:ix g tmara. (tamara)	ili
"I'm lost."	š:kix	aš:k
"Something ails me."	inγa-ii ša. (see below)	nγ + DO
"I'm healthy."	sḥix.	sḥu
"I'm able to carry it."	γiix at:-asix.	iγii
"I've tried in vain."	ânqx.	ânq
"I want/wish to ____."	rix ad _____	iri
"I need/want/lack ___."	ixṣ:a-ii _____	xṣ: + IO
"I am in a hurry."	zrbx.	zrb
"I'm busy." (not free)	ur sulax.	sula
"I'm unoccupied, free."	sulax.	sula

Things commonly used as subjects of nγ include: laẓ (hunger); irifi (thirst); asm:iḍ (cold); ašrqi (heat); anud:m (sleepiness); ixf (head; ul (heart/stomach); aâdis (belly); iγṣan (bones); amarg n fɪan (yearning for someone); tasa (liver).

Use these now in question form. For example, ask someone if he was pleased when something happened: is aš-iâžb lḥal, l:ig tk:id Franṣa? "Did you have a good time when you visited France?" Answer similar questions.

B. Complex sentences and subordinate clauses

When you need to express a more complicated thought than the straightforward basic sentence will accomodate, you can hang on to it one or more dependent clauses. Review those given in S17, and use each one in a complex sentence; write them for correction.

C. Choice of sentence mode and type

You determine what you want to say and the mode in which you wish to present it: declarative, interrogative, negative, imperative, demonstrative, exclamatory, etc. The syntactic rules of Tamaziγt determine how you can say it. We have tried to induce you to assemble your thoughts in Tamaziγt, in one of a few basic patterns, and to manipulate these patterns in a limited number of ways, to produce a large range of sentences. Review now the basic sentence types (S1) and the negative and interrogative transformations (S11 and S12). What kind of propositions do you still find it difficult to express in Tamaziγt? List examples in English and if you find no suitable Tamaziγt structure in the summary, work on them with your tutor.

D. Focused sentences: contrastive meaning

The kind of contrastive meaning implied in English sentences like "It was *Joseph* who sold them grain" is expressed in Tamaziγt by a focused sentence (S7). The focusing rule was introduced early in the lessons because focused sentences are frequent, and the *m*-questions are based on them. Review S7 now to be sure you can use contrastive focus on any sentence element you wish to. Try it with the sentences of L27.3 and with these:

"It's *Buâz:a* who came from Midlt." (not Zaid.)
"It's *Ḥmidu* who brought the shoes." (not Mimuna.)
"It's *Ás:u* who conferred with Buâz:a." (not anyone else.)
"It's *the middle of May* that the shearing will be."
"It's *me* that they saw."
"It's *him* that they gave the basket to."

LESSON 29 (Reel 29, slides 226-236)

L29 PREPARATION

a. Episodes in the last 4 lessons (29-32) are given once with slides and once at normal speed. Read each episode before hearing the tape, and identify the new words.

b. Review the independent pronouns, both personal and impersonal, in S23; note how they are used in L29.1.

c. Can you find the root meaning in these words from Episode 13? *ts:rγa* "she heated (something)"; *ad rγin* "that they heat"; *imrγan* "gravy."

d. Set the projector on slide 226; turn it on for Band 4.

L29.1 Independent pronouns, personal and impersonal (4:59)

This exercise has some sets of questions about tribal identities, for the purpose of providing practice in recognizing the independent personal pronouns for the third person and using the impersonal pronouns with proximate or referential ending. Buâz:a will ask each question twice: for example, "Who is she, this one?": mat:a nt:at, tad? Answer him, using the same impersonal pronoun, and identifying the person as a member of the Mgild tribe: tad, Ult Mgil:. Then Zaid will give the model answer, which includes the verb. Repeat it: tad, Ult Mgil: ay tga.

mat:a nt:at tad?	tad, Ult Mgil: ay tga.
mat:a nt:a uad?	uad, U Mgil: ag:a.
mat:a nitni uid?	uid, Ait Mgil: ay gan.
mat:a nitnti tid?	tid, Ist Mgil: ay gan:.

In the next set, identify the persons asked about as being members of the Ây:aš tribe. If you can add the verb with the right subject marker, do so; if not, note them in Iṭ:u's model responses.

mat:a nt:at tad?	tad, Ult Ây:aš ay tga.
mat:a nt:a ua?	uad, U Ây:aš ag:a.
mat:a nitni ui?	uid, Ait Ây:aš ay gan.
mat:a nitn:i ti?	tid, Ist Ây:aš ay gan:.

For the third and last set, Buâz:a asks about some person or persons just mentioned, rather than somebody visible to whom he can point. The form of his question is the same; but the form of your response should use the demonstrative of reference, -n:a, instead of the proximate ending -ad. tn:a would be "that one (f sg) just referred to." Iṭ:u will give the model responses for you to repeat. Identify these persons as members of the Nḍir tribe. The Ait Nḍir are the northern neighbors of the Ait Mgild; they are also known as the Beni Mṭir.

mat:a nt:at tad?	tn:a, Ult Nḍir ay tga.
mat:a nt:a uad?	un:a, U Nḍir ag:a.
mat:a nitni uid?	uin:a, Ait Nḍir ay gan.
mat:a nitnti tid?	tin:a Ist Nḍir ay gan:.

L29.2 Zaid and Buâz:a episode 13. Dinner is served to Zaid and his guest. Independent sentences. (4:15)

Hearing still from the point of view of the women, we find Zaid returning from the mosque with his guest. A mosque is either lžamâ or timzgida. They enter the house; people are hungry, dinner is cooked. Faṭima heats water (the verb "to be hot" is rγ, the causative form is s:rγ) so that people can wash their hands before food is served. Faṭima takes the dinner in; the people eat. Iṭ:u removes the couscous from the pot, and moistens it with hot gravy (imrγan). She also gives Faṭima oranges to serve to the people. Oranges are l:imun.

Repeat each sentence in the pause; follow along in the book if you wish.

1. iâaid: Zaid d ungbi-ns zg lžamâ .
2. ikšm-d Zaid d Buâz:a γr tad:art .
3. inγa ḷaẓ md:n .
4. inwa imnsi .
5. ts:rγa Faṭima aman .
6. s:irdn mid:n ifas:n-nsn .
7. l:a s:iridn Imaziγn ifas:n-nsn dat w:uči .
8. tusi Faṭima imnsi i mid:n .
9. l:a t:ṭ:an ingbaun .
10. čan mid:n .
11. tk:s Iṭ:u aft:al .
12. ts:wa Iṭ:u aft:al s imrγan.
13. tšfa Iṭ:u l:imun i Faṭima.

L29.3 Zaid and Buâz:a episode 13. Narrative (3:18)

When Zaid returns he goes by the kitchen to see if dinner is done, or not yet. He tells her to serve it to them. Iṭ:u tells the servant, Faṭima, to put water to heat so people will have it to wash their hands. But Faṭima doesn't know where the towel is; Iṭ:u tells her "there it is, next to the washbasin." Faṭima gives them water to wash, takes the food to them, and leaves them by themselves. When they have eaten the ṭ:ažin, Iṭ:u dishes up the couscous and Faṭima takes it to them. Iṭ:u tells her to return and take the oranges to them.

Listen for comprehension; follow along in the book if you wish.

iâaid: Zaid d ungbi-ns zg tmzgida , ik:-d Zaid xf lkuzina ad iraâa is inwa imnsi , mad isul . tn:a-s Iṭ:u "inwa" ; in:a-s ad asn-šfint ad čin . tn:a-s Iṭ:u i Faṭima , tamsx:rt , at:g aman ad rγin ad afn mid:n mas s:irdn ifas:n-nsn .

ualain:i ur ts:in Faṭima mani-g tl:a lfuṭa . tn:a-s Iṭ:u , "ham-t:-in: tama n ṭ:aṣ ." tšf-asn Faṭima i mid:n ad s:irdn , tasi-asn uči , tzri-tn γas nitni . l:ig čan md:n , tk:s Iṭ:u aft:al , tga-s imrγan , tasi-asn-t Faṭima. tn:a-s Iṭ:u i Fatima ad: tâaid ad asn-tasi l:imun .

L29.4 Zaid and Buâz:a episode 13: Dialogue.
(slides 226-235) (3:15)

* 226

The narrator provides a brief synopsis and several descriptive interludes to connect these snatches of conversation, as Zaid orders dinner and the women serve it.

After giving the guests water to wash, Iṭ:u tells Faṭima to put the ṭ:ažin and the bread (aγrum) on the table and take them in all at once, and then to return for the drinking water. Faṭima looks in on them (the idiom for look in on someone is to sig:^{W}r ɣr-someone). Then she returns to the kitchen to report that they are ready for the couscous (aft:al), and to find the spoons (tiɣnžayin). Iṭ:u says "Look there by you (dis:); and come back for the oranges."

Close your book and follow the dialogue and the action.

Synopsis: ikšm-d Zaid, nt:a d ungbi-n:s, zg
lžamâ, ran ad m:nsun, inɣa-tn ḷaẓ.

Z. iwa, is inwa imnsi-n:k^{W}n: , mad isul ? 227
I. inwa.
Z. iwa šfin:-ax-d anč.
I. {a Faṭima! g-d aman rɣanin i mid:n ad s:irdn.
{a Faṭima! g-d ša w:aman rɣanin, ad s:irdn mid:n.} 228
F. i mani lfuṭ:a ?
I. hat: tama n ṭ:as .
td:a Faṭima ad asn-tšf i mid:n ad s:irdn. 229
l:ig s:irdn mid:n, tâaid: ad asn-tasi uči.
F. iwa, awi-d imnsi, ha mid:n s:irdn. 230
I. g aɣrum xf ṭ:bla, tasid kul:ši g:^{y}ut
l lmṛt, tâaid: an:-tasid aman.
tusi Faṭima ṭ:bla i mid:n, tzri-tn-in: 231
ar t:t:an, tq:im šwi, tsig:^{W}r ɣursn, tâaid:
ɣr s alms:i.
F. (iwa) hat âliḥal ad čin. 232
I. iwa ad k:sx aft:al?
F. iwa ɣas k:s-t.
tk:s Iṭ:u aft:al, ts:wa-t s imrɣan 233
I. asi aft:al i mid:n.
F. i mani tiɣnžayin ? 234
I. raâa-tn: dis:, tâaid:-d {at:asid} l:imun. 235
{an:-tasid}
236
**

L29.5 Zaid and Buâz:a episode 13. Dialogue, pauses (slides 226-235 optional; reset projector)

* 226

In order to finish this episode in one day, we'll go on now to the slow version of the dialogue, recorded with pauses for you to repeat the lines. You may choose the role of Zaid, the host (who has only 2 lines before he disappears into the dining room); or Iṭ:u, working and giving orders in the kitchen; or Faṭima the servant, who goes back and forth between them; or the role of the omniscient commentator who explains what's going on in the normal routine of serving an evening meal. Follow along in the book if you wish; or watch the slides. 236
**

L29 CULTURAL NOTES (on tape): Ordering cloth woven for a djellaba (a skit) (slide 236) Vocabulary: * 236

taqb:ut:	djellaba	
taḍut:	wool	
ilisn	fleeces - each from one sheep	
iẓiln	clean (participle)	
ix:an	dirty (participle)	
xy:r	choose, select (also xṭar)	**

L29 APPLICATIONS AND EXERCISES

a. Reenact the episode of dinner being served at Zaid's; or describe a similar occasion from your point of view.
b. Use dependent clauses in mš to express conditions, in these sentences (refer to S17 if a pattern is needed):
"If you want tea, bring some mint."
"If you'd like to go to Fes, come with us."
"If you're in a hurry, see if there is a taxi."
"If I'm free, I'll come by your place (γurun) on Saturday."
"If he finds a taxi, we'll go with him to Meknes."
"If you are an Amaziγ, welcome to you."
c. Discuss plans for the future with someone; consider possible alternatives (if this, then that); reasons (because), and purposes (in order that).
d. Find out the names of different kinds of woven products in which you are interested: clothing, tent-strips, rugs, blankets, cushions, saddlebags and blankets, etc. Terms for those vary considerably according to region.

LESSON 30 (Reel 30, slides 237-242)

L30 PREPARATION

a. Check the indirect object affixes for "to him/her/them (f)/ them (m)."

b. Compare the use of ayn:a (~ an:a) as direct object of the verb in L26.4, and as object of the preposition in L30.3. an:a-g "in whatever" could refer to place or time--"wherever" or "whenever." Which does it mean here?

c. Read the sentences, narrative, and dialogue of episode 14, and identify new words. If ž:užd means "make ready," what would užd mean?

d. How would you pronounce f:γ-γ zg-uxam "I went out of the tent"? Check your reply with L30.6. Note a similar sound change when a verb ending in -x is followed by xf.

e. Set the projector on slide 237; turn it on for Band 5.

L30.1 Pronominalization of indirect object (5:59)

Verbs such as "call" (γr), "answer" (žaub), "speak" (siul), and "listen" (s:γd), require indirect objects. The indirect object may be a full phrase such as i Ḥmidu "to Ḥmidu," or it may be a pronominal affix such as -as "to him or her." or -asn "to them." Indirect object pronouns have the same form for masculine and feminine. In this exercise, Buâz:a will use a verb in the imperative, with its full indirect object phrase. Your task will be to give the same order but replace the indirect object phrase with the pronoun affix. Then you will hear Zaid give the model response twice, with pauses for you to repeat.

γr i Ḥmidu .	γr-as.
žaub i Muḥa.	žaub-as.
siul i Ḥmidu.	siul-as.
s:γd i Muḥa .	s:γd-as.

nât abrid i Muḥa.	nât-as abrid.
nât abrid i Faḍma.	nât-as abrid.
nât abrid i mid:n.	nât-asn abrid.

Some verbs, notably the verb for "give," šf, and the verb for "say," ini, often have both the pronominal affix and the full indirect object phrase. In this case pronominalization is easy; just drop the phrase, and retain the affix.

Šf-as aman i Muḥa.	Šf-as aman.
Šf-as aman i Faḍma.	Šf-as aman.
Šf-as aman i mid:n	Šf-asn aman.

ini nâam i Muḥa.	in-as nâam. (< iniYas)
âaud awal-n:a i Muḥa.	âaud-as awal-n:a.
nât abrid i Muḥa	nât-as abrid.
Šf aman i Muḥa.	Šf-as aman.
in-as awal-n:a i Muḥa.	in-as awal-n:a.

Note: in the following sentence, azn (the verb) means "send" and tabrat: means "letter."

azn tabrat: i Muḥa.	azn-as tabrat:.

L30.2 Zaid and Buâz:a episode 14: Preparing a sleeping-place for the guest. Independent sentences. (2:08)

This short final episode closes the long day for Zaid and Buâz:a. People have eaten, the guest is tired (the verb for "be tired" is uḥl), and he wants to sleep (the verb for "sleep" is gn). Faṭima wants to prepare a place for him (the verb for "prepare" is âdl). Iṭ:u gives her 2 sheets, a blanket, and a rug. The cold will not be likely to bother the guest. (The word for "cold" is asm:iḍ) The idiom for "it will not be likely" is ur in:i.

Repeat the independent sentences in the pauses, and follow along in the text if you wish.

1. m:nsun md:n .
2. iuḥl ungbi .
3. ira ungbi ad ign .
4. tra Faṭima at:âdl ansa i ungbi .

4. tšfa Iṭ:u i Faṭima si l liẓur d lmlaya d išḍif .
5. ur in:i usm:iḍ ad inγ angbi .

L30.3 Zaid and Buâz:a episode 14: Narrative. (2:09)

Note the different ways of linking clauses in the extended sentences of this narrative. Some are linked only by intonation, that is, by the absence of a falling pitch at the end of the clause. For example, sentence 3 means that Faṭima wanted to fix him a sleeping-place *so that* whenever he wanted to sleep, he would find the place ready. But there is no word for "so that" in the sentence; the purpose clause simply follows a non-final intonation.

Follow along in the text. The sentences are numbered here so you can unmistakeably identify the ends of sentences with the typical sentence-ending falling intonation.

(1) l:ig m:nsun mid:n , tn:a-s Iṭ:u i Faṭima at:âdl ansa i ungbi . (2) iuḥl ungbi, ira ad ign . (3) tra Faṭima ad as-tâdl ansa , an:a-g ira ad ign , iaf ansa iužd . (4) tšfa Iṭ:u i Faṭima si l liẓur d lmlaya d išḍif . (5) tâdl-as ansa-ns ad ur t-inγ usm:iḍ.

L30.4 Zaid and Buâz:a episode 14. Dialogue. (slides 237-241) (2:15)

* 237

Iṭ:u and Faṭima discuss their task: they have to make a place for the guest to sleep. The verb for "have to" is *xṣ:a*; the verb for spreading a rug or mat is *s:u*: the noun for what is spread is *tis:i*. When Iṭ:u says "go ask the man if he wants to sleep," Faṭima replies "And why ask? Just give me (the things) to fix his place."

Iṭ:u tells her to take two sheets, a blanket and a rug, and to look around for a cushión (*lusada*).

Synopsis: l:ig m:nsun mid:n. tn:as Iṭ:u i Faṭima at:su ansa i ungbi.

I. ixṣ:a ans:u ansa i ungbi.

F. iwa il:a-n: iuḥl.

I. d:u sal argaz is ira ad ign.

F. ula may salx? awi-d ad as-âdlx ansa-n:s, an:a-g ira ad ign, iaf ansa-n:s iužd. 238

I. uax:a. haγ̌em-n: tis:i-n:s, d:u s:uγ̌as ansa. asi si l liẓur d lmlaya d išḍif, traâad ša l lusada dis: . âdl-as ansa-n:s ad ur t-inγ usm:iḍ. 240 241

F. uax:a.

L30.5 Zaid and Buâz:a episode 14. Dialogue, pauses (slides 237-241 optional; reset projector) (2:20) * 237

Here again is the dialogue between Iṭ:u and Faṭima preparing the sleeping-place (ansa). Pauses are inserted to allow you to repeat. You may choose a role or repeat all of the parts. Each phrase is given only once. Follow along in the text if you prefer. 241 **

L30.6 Masculine sg noun forms after prepositions (6:28)

This exercise reviews the forms that a regular m sg noun such as axam takes with certain prepositions. As you know, the independent form of regular masculine nouns begins with a- (eg. axam), and the dependent form begins with u- (eg. uxam). When a noun is used as the object of a preposition, it has its dependent, or u-initial, form except after the prepositions γr and s meaning "to, toward." Only after these two prepositions, which may be used together or separately, does the noun object have its independent, a- initial form.

Buâz:a will tell you to go to the tent, enter the tent, etc.: d:u s axam! Reply by reporting that you have done (what he asked): ha^{y}i d:ix s axam! Then you will hear Zaid's model response, given twice for you to repeat: ha^{y}i d:ix s axam. Here is Buâz:a's first command (alternate forms are for information, not imitation):

d:u s axam!	ha^{y}i, d:ix s axam.	(~γr axam	~ γr s axam)	
kšm s axam!	" kšmx "	"	"	
zaid s axam!	" zaidx "	"	"	

With prepositions other than γr and s-, the noun object takes its dependent form; eg. axam becomes uxam :

k: xf uxam!	ha^{y}i, k:iq:f uxam.	(< k:ix xf)
zri xf uxam!	ha^{y}i, zriq:f uxam.	(< zrix xf)

Two of the prepositions end in the consonant /g/, which follows the common tendency in Berber languages to combine with a following vowel /u/ to make one "heavy" consonant /g:^{w}/. For "in the tent," instead of g + uxam we get g:^{w}xam. Similarly for "from the tent," zg + uxam comes out as zg:^{w}xam. Practice this sound change as you reply in the first person to these commands:

q:im g:^{w}xam!	ha^{y}i, q:imx g:^{w}xam!	(< g uxam)
bd: g:^{w}xam!	ha^{y}i, bd:ix g:^{w}xam!	"
k:r zg:^{w}xam!	ha^{y}i, k:rx zg:^{w}xam!	(< zg uxam)
f:γ zg:^{w}xam!	ha^{y}i, f:q: zg:^{w}xam!	(< f:γ‿x zg‿uxam)
d:u zg:^{w}xam!	ha^{y}i, d:ix zg:^{w}xam!	

L30 CULTURAL NOTES (on tape): Living spaces; tent vs. house; grinding song (slide 242) (7:13)

*
242

Vocabulary (cf. also L16 CN):

tad:art	house	axam	tent
tkusina	kitchen	alms:i	cook-fire area
afṛ:an	public oven	afṛ:an	outdoor mud oven
lbit n tmača	dining room	tamnaṭ:-in:	other side or half of tent
lbit ingbaun	guest room		
lbit unud:m	sleep room	ʕdl ansa	fix sleeping place
lḥm:am	public baths	ʕum	bathe; swim
lbit w:aman	toilet	f:γ bṛ:a	go outdoors
g aman	make water (euphemism for urinate)		
ibẓiḍn	urine (pl)	ix:an	feces (pl)
rix ad sarax šwi	"I'd like to take a little walk"		
tašna	co-wife	tasirt	hand mill (stone)
ẓḍ	grind		
ihl:il n tsirt	grinding songs		

**

L30 APPLICATIONS AND EXERCISES

a. Reenact the episode of Faṭima and Iṭ:u fixing a sleeping-place for the guest; or tell a similar incident in which you were involved.

b. Pronominalize the indirect object in these sentences: L27.3, #9, 13; L29, #8, 12; L30.2, #4; "She gave it to Zaid;" "Zaid told Faṭima and Iṭ:u to bring dinner;" "Faṭima called to Zaid and Iṭ:u."

c. The indirect object is usually translated with "to." Note a more general meaning, "with respect to," in S5.1. The exact meaning of the indirect object depends partly on the verb it is used with. For example, with k:s "remove" an indirect object means "from": ik:s uxḍ:ari rbʕa w:arial i Zaid (L23.3). How would you say "The fire (lʕafit) consumed (č) with respect to them the clothes."

d. Use the verb ʕdl "fix, repair, prepare" to find out the words for one who repairs shoes for people; one who fixes shoes for horses; one who fixes automobiles; one who fixes roads for automobiles; one who fixes pots.

e. Use the verb užd "be ready" and its causative to find out steps in a process or sequence of actions: ad:ai axtž:užd imnsi, maya tgd? "When you have prepared for us dinner, what will you do?" l:ig tužd taḍut:, may is: tgid? "When the wool was ready, what did you do with it?"

LESSON 31 (Reel 31, slides 243-250)

L31 PREPARATION

a. When you hear a preposition used with a noun object, can you use it with a pronoun object? Check your ability to do so with the regular prepositions, which have their long form before the pronoun object (S6.2), in L31.1.

b. Read the first dialogue of Ḥad:a and Zaid, L31.2; identify words and polite phrases for discussing one's health.

c. Read the second dialogue, L31.4; identify the good and bad traits attributed to Ḥad:a's son.

d. Set the projector on slide 243; turn it on for Band 2.

L31.1 Long and short forms of prepositions (6:47)

When the object of a preposition is a pronominal affix, the preposition has its full form. When the object is a noun, the preposition has its short form. For example, "to the man" would be γr argaz, but "to him" would be γurs, using the full form of the preposition γur- plus the pronominal affix -s for "him, her, it."

In the following sentences, Zaid comments on the location of some persons and things, using the preposition for "in" (g), with a noun object. For example, "Iṭ:u stood in the house." -- tbd:a Iṭ:u g tad:art. You are to echo this comment, omitting the noun: "She stood in it" -- tbd:a digs (using the long form of the preposition dig plus the pronoun affix -s. Then you will hear Mimuna's model answer, to repeat: tbd:a digs. Here is Zaid's first comment:

tbd:a Iṭ:u g tad:art.	tbd:a digs.
tbd:a Âiša g:ʷxam.	tbd:a digs.
iq:ima Muḥa g:ʷansa-n:s.	iq:ima digs.
il:a Buâz:a g ṭ:umubil.	il:a digs.
il:a ṣ:abun g ṭ:as.	il:a digs.

The preposition meaning "on" is xf before a noun object, but γif- before a pronominal object. "On the pillow" would be xf lusada ; "on it" -- γifs. Echo Zaid's comment, using the pronominal form.

iq:ima Muḥa xf lusada.	iq:ima γifs.

Listen to Zaid's initial example again and note what happens to the pronunciation of the phrase xf lusada; the syllable structure of the phrase changes when it immediately follows an open syllable as in Muḥa: iq:ima Muḥax flusada.

ign Buâz:a xf išḍif .	ign γifs .
ik:a Zaid xf gmas.	ik:a γifs.
isal Buâz:a xf talmašit:-ns.	isal γifs.
il:a lmqraš xf lâafit.	il:a γifs.

is tfhmd kul:ši? mš ur tfhimd ša w:awal, sal un:a is:n:, tinid-as "aud:i, ur fhimx awal-a, sfhm-ii, ṣaḥa."

L31.2 Ḥad:a visits Zaid (I): Health, medicine, and cure. Dialogue (slides 243-245) (3:23)

* 243

For the final episodes of this basic course, we asked Zaid, Mimuna and Buâz:a to express what they felt was important in people's behavior toward one another. The result was the following conversation, continued on Reel 32, in which Zaid's neighbor Ḥad:a, played by Mimuna, comes in with a letter for him to read to her. After they have greeted each other (the narrator says), they begin to chat. Notice that a little casual conversation precedes her request. 244

Zaid begins by asking Ḥad:a what's the matter, since she's tied up her head. (The verb to tie up is as: .) She says a cold (asm:iḍ) has hit her (as in English, the same word means "cold in the head" and "cold weather"). This launches an exchange of protective formulas and a discussion of the hospital (s:biṭar), medicine (d:wa), nurses (ifrmliin), pills (lkinat), etc. Zaid says the new doctor (aḍbib uždid) is supposed to be good. Ḥad:a is disgusted with hospitals, anyhow. Zaid offers the conventional wisdom, that it's God who has the healing power. Then he makes the expected gesture of offering to make tea, and she gets down to the business of the letter she's brought.

Now close your books and hear the conversation at normal speed, with slides.

Synopsis: imṣafaḍ Zaid d ungbi-ns. iâaid: γr
tad:art, tkšm-d γifs Ḥad:a, taǰart-ns,
tawi-as-d iut n tbrat: ad as-t:-iqra .
msl:amn, bdun ar t:msal: .

Z. mat:a uin:a, al:ig tus:id ixf-n:m?
H. iwta-i usm:iḍ, a ur tiẓird .
Z. Ṛb:i ad: iazn lâfu .
H. Ṛb:i ak:-iari lbas .
Z. iwa, td:ud γr s:biṭar, bar ad am-gin ša n d:wa.
H. awa, mat:a d:wa γursn ? l:a t:d:ud s ifrmliin-
n:a, ur da š-ak:an γas ša l lkinat nγd d:wa-n:a
azg:ʷaγ .
Z. iwa n:an-am âad iẓil uḍbib-ad uždid .
H. iwa nk: bâda, âf:ax s s:biṭar-n:a .
Z. iwa Ṛb:í a γr il:a lâfu . iwa q:im anâm:ṛ at:ag.
H. lalaî, γas ša n tbrat: ay rix ad i-tqraḍ . 245
246
**

L31.3 Ḥad:a visits Zaid (I). Dialogue, pauses (2:25)

Here is the dialogue with longer pauses to allow you to repeat. Choose a role. Follow along in the book if you wish.

L31.4 Had:a visits Zaid (II): her son, a model youth. Dialogue, normal speed (3:25)

Zaid and Ḥad:a continue their conversation. He asks what this letter is; she doesn't know, the mailman (lmqd:m) brought it yesterday, she doesn't know from where it came. Zaid tells her it's from her Muḥam:d, and she exclaims about her dear son, how she misses him. They go on to discuss him, building him up as a paragon of virtue; the only fault she finds is that he's a little crazy; when he buys, he doesn't bargain at all (ur da it:šṭ:ar ualu); so people sell to him at high prices (lγla). Zaid praises him for his modesty and recalls how he turned off the radio when the izlan were playing and Zaid came in. He doesn't say bad words (awal l lâar) to older men; he doesn't drink; he doesn't smoke cigarettes (lgar:u)-- at least not in front of his family. Zaid concludes that Mimuna should get him married (ad as-tauld). Mimuna says next year, nšaâ Ḷ:ah. Zaid begins to open the letter.

Close your book now and listen to the conversation.

Introduction: tšf-as Ḥad:a tabrat: i Zaid ...

Z. mat:a tbrat:-n:a, a Ḥad:a ?
Ḥ. ur s:inx, as:n:aṭ: ay i-t:-išfa lmqd:m, urs: ma-zg td:a .
Z. awi-d ad an:aix .
Ḥ. haγaš .
Ż. tin Muḥm:d-n:m aya .
Ḥ. mskin mm:i ! inγa-i liqnad-n:s bz:af .
Ż. inγaʸax umarg-n:s kul: . l:a it:ḥš:am lâil-n:a (ad γifs irḍu Ṛb:i !)
Ḥ. iwa iga šwi aḥiud . ad:ai is: munx γr s:uq , ayn:a ian:ai , l:a digs iak:a lγla. ur da it:šṭ:ar ualu , ar as-z:nzan mid:n s lγla.
Z. lalal, digs šigan lḥya g lâil-n:a . sg:ʷas: n:a-g n:-kšmx , trẓm: i r:adiu ar it:q:is izlan, ik:r iq:n-t , iâžb-ii.
Ḥ. l:a it:ḥš:am (ad γifs irḍu Ṛb:i !). ur aš-it:ini awal l lâar i urgaz amq:raṇ uax:a im:ut .
Z. mani ur da is:a ukan ?
Ḥ. lalal .
Ż. i lgar:u ?
Ḥ. iwa, bnid-ax bâda, ur da it:kmu ša .
Ż. iwa ixṣ:a-m ad as-tauld .
Ḥ. imal (nšaâ Ḷ:ah) ad as-aulx .
Z. bismil:ah , a tabrat: n Muḥm:d, anan:ai may digs d-iga .

L31.5 Had:a visits Zaid (II). Dialogue, pauses (3:35)

Here is the dialogue with pauses inserted for you to repeat. You may choose a role. Follow along in the book if you wish.

L31 CULTURAL NOTES (on tape): People's occupations in the Middle Atlas (slides 246-250) (9:29). Vocabulary (plus related phrases untranslated)

		*
		246
lxdaim n dγḍa	occupations of hereabouts	
ma-s da t:âišn	with which they live	
axr:az	one who mends shoes (iâdl iburksn)	
aḥr:at	plowman (l:a ikr:z)	
alḥami	tinker (l:a it:lḥam ibr:adn)	
axš:ab	wood-cutter (š:aqur "axe")	
abx:ari	charcoal-maker (lfaxr "charcoal")	
aqm:ar	gambler (verb qʷm:r)	
aḥd:ad	blacksmith (tigrsiwin "plowshares")	
anž:ar	carpenter (lbiban "doors")	247
amaṣ:u	mason (l:a ibn:u s isl:i)	
amgʷr	harvester (l:a img:r)	
aks:ab	stockgrower (bu-izgarn, bu-ul:i)	
bu-ṭ:aksi	taxi driver/owner (l:a it:amẓ lflus)	
lmaksianat	mechanics (l:a âd:ln ṭ:aksiyat)	
ait tḥuna	shopkeepers (taḥanut "shop")	
ait lb:isriyat	grocers (da z:nzan lfrumaž)	
ait t:rikuyat	sweater merchants (l:a tn-z:nzanin)	248
ait tšušai	cap makers (tašušit "cap")	
ait lq:hawi	coffee shop-keepers (lqhua "coffee")	
lxy:aḍn	tailors (l:a gn:un lsrwal:)	
lâṭ:ar:	peddlers (l:a z:nzan taâṭriit)	
lqd:ar:	potters (l:a z:nzan asil:)	
luk: iga afṛ:an	= baker (l:a isnwa aγrum)	
bu-tal:ḥifin	mattress-maker (l:a tn:-it:âm:ar)	
igz:ar:	butchers (l:a γr:sn i uksum)	
lšw:al:	hired harvest hands	249
lxḍ:ariin	greengrocers (l:a z:nzan lxuḍrt)	
lgr:abn	water sellers (l:a z:nzan aman)	
lbradâ in	saddle makers (sg. abrdâi) (l:a âd:l:in tibardiwin)	
ait ual:un:	drummers (of al:un)	
ait ṭ:âarž	drummers (of ṭ:âriža)	
ait uγanim	players of flutes (made of aγanim)	
lâisawiin	members of Aissawa brotherhood	
uin:a t:štaḥnin	those (m) who dance	
tin:a t:šṭaḥnin	those (f) who dance	
ait uâw:adi	players of reed pipes	
ait uḥidus	people of the circle dance	
lḥlaiqiin	public entertainers	
m:-lḥm:am	woman in charge of public bathhouse	250
š:ixa	professional entertainer (f)	
m:ʷẓṭ:a	accomplished weaver (f) (m:-uẓṭ:a)	
talasa	shearing (ls "shear")	
taγrart n taḍut:	bag of wool	
aγbalu	spring; pool in stream	
tagb:ut:	djellaba	
		**

L31 APPLICATIONS AND EXERCISES

a. Reenact part I of Zaid and Ḥad:a's dialogue.
b. Discuss with someone the health of people (ṣ:aḥt n mid:n) and health facilities in your communities. Find terms for nurses (f), ambulance ("like a taxi which carries people to the hospital") pharmacy ("where medicine is sold") and pharmacist; injection; pill.
c. Reenact part II of Ḥad:a and Zaid's conversation.
d. Discuss with someone customs of buying, selling, and bargaining. Find the terms for price; profit; cheapness (see adjectives in Review IV-A). Find out what people think of one who doesn't bargain, and pays the first price.
e. Write a set of independent sentences which reflect the activities in the dialogue of Zaid and Ḥad:a. Specify subjects and objects completely, by nouns instead of pronouns. Check results for form and content, with your tutor.

LESSON 32 (Reel 32, slides 251-260)

L32 PREPARATION

a. Read part III of Ḥad:a's dialogue with Zaid. Note the use of an is-clause for a known condition: ismâ is turu... "he's heard she had given birth..." See vocabulary for cultural notes.

b. Identify the indirect objects of these verbs in L32.2: ḥaḍr (attend); aru (write); ini (say); ṣifḍ (send); azn (send); xlf (replenish); xl:ṣ (pay); rar (return stg.).

c. Read part IV of the Ḥad:a-Zaid dialogue. Identify the two family fêtes discussed: the naming of a baby, and a wedding. Which has taken place? When will the other occur? What must Ḥad:a do to send the letter?

d. Set the projector on slide 251; turn it on for Band 4.

L32.1 The interrogative/relative object pronoun mi (4:58)

The indirect object of the verb or the object of a preposition is represented in questions or relative clauses by the empty pronoun mi . "In what?" would be g mi ? , using the short form of the preposition, g , plus mi in the place of the object. You can practice asking this kind of question in response to some comments by Mimuna. She will say that someone or something is in it, or on it. You ask "in what?" or "on what?", using the appropriate preposition with the empty object, mi: g mi ? or xf mi? Then Buẑ:a will give the model question once, for you to repeat. After that, Zaid will supply the answer to the question you and Buẑ:a have asked; you may repeat it, both times.

tbd:a Iṭ:u digs.	g-mi?	g tad:art.
tbd:a Âiša digs.	g-mi?	g:ʷxam.
lq:ima Muḥa digs.	g-mi?	g:ʷansa-n:s.
ll:a ṣ:abun digs.	g-mi?	g ṭ:as.
ll:a Buâz:a digs.	g-mi?	g ṭ:umubil.
lq:ima Muḥa γifs.	xf-mi?	xf lusada.
lgn Buâz:a γifs.	xf-mi?	xf lšq̣if.
ll:a lmqraš γifs.	xf-mi?	xf lâafit.

Some people would pronounce xf mi as xm:i .

This empty object pronoun, mi , can be used for the object of any of the regular prepositions. If someone said to you id:a-d zigs, how would you ask "from where?" __________ zg mi? would probably get the information you wanted. Similarly for labas γurs ; can you ask "to whom?"? ________ γr mi ? would be right.

L32.2 Ḥad:a visits Zaid (III): Zaid reads Ḥad:a's letter. Dialogue (slides 251-253) (3:49)

* 251

In the following dialogue, Zaid begins to read the letter from Muḥm:d. Ḥad:a, impatient for news of her son, says "Well, tell us what's in it!" Zaid gives her the contents, bit by bit, as she makes all kinds of exclamations. He is well, he greets you all a lot (šigan). He says keep him informed on the wedding of the Lḥsn family, so that he can get leave (brmsiun) and attend the celebration (lfrḥ). Ḥad:a says okay, and tells Zaid when he is free he must write a reply (lwažab). Zaid goes on: He (that is, Muḥm:d) says he knows that his sister has given birth, and says congratulations (tanbaršt!). But he didn't get a vacation (t:sriḥ) to come; he sent her a package (lkulia); in it there are some baby clothes (tiâbanin n tslmia). Ḥad:a exclaims "May God replenish you, my son!" Zaid continues: he says, he sent you a money order (lmanḍa), and he tells you to pay the rent man * (bu-lkra), pay the shopkeeper (bu-tḥanut:) pay all your debts (imrwasn). Ḥad:a exclaims "May God bless you, my son!" Zaid adds "Amen!" and goes on: He says greet his family (lahl), his neighbor (aǰar), and all those who ask about him. (* not bottle-man, bu-lqrâa.)

Well, says Ḥad:a, we must return to him a letter.

Now close the book and hear the conversation at normal speed, with slides.

Introduction: ibda Zaid l:a it:q:ra tabṛat: n
Muḥm:d.

Ḥ. iwa , ini-ax mat:a uin:a , a Zaid ?
Z. iwa , labas γurs . isl:m-d γifun šigan .

Ḥ. iwa, isl:m γifs lxir ! 252
Ž. in:a-m xbr-t-id xf tmγra n Ait Lḥsn , taḥma
ad:-iamẓ ša n brmsiun ad iḥaḍr i lfrḥ .
Ḥ. uax:a . ixṣ:a ad:ai tsulad ad i-taruḍ ša l
lwažab .
Z. in:a^{y}am hat ismâ is turu ultmas . in:a-m ,
" tanbaršt !"
Ḥ. Ḷ:ahibark[illegible]ik !
Ž. ualain:i ur iufi t:sriḥ ad:-id:u . in:a-m hat 253
iṣifḍ-am-d (ša l) lkulia , lan digs ša n
tâbanin n tslmia .
Ḥ. in-as Ṛb:i ad aš-ixlf , a mm:i !
Ž. in:a-m hat iuzn-am-d ša lmanḍa . in:a-m xl:ṣ
i bu-lkra , txl:ṣd i bu-tḥanut , txl:ṣd
imrwasn-n:m kul: .
Ḥ. in-as , "Ṛb:i ad γifš irḍu, a mm:i !"
Ž. amin ! in:a-m sl:m xf lahl-n:s , xf uaǰar-n:s
d uin:a digs sal:in kul: . 254
Ḥ. iwa, ixṣ:a ad as-nrar tabrat: . **

L32.3 Ḥad:a visits Zaid (III). Dialogue, pauses (3:11)

Here is the dialogue with pauses inserted to allow you to repeat. You may choose a role or repeat all the lines. Follow along in the book if you wish.

L32.4 Ḥad:a visits Zaid (IV): Ḥad:a dictates her reply. Dialogue (slides 254-256) (4:18)

* 254

Zaid begins to write the reply to Muḥm:d, with Ḥad:a telling him what to say. She says, greet him a lot (ânug:^{w}a) and bless him. Tell him we have his letter, we're very happy with it. Zaid protests "Take it easy, just little by little (γas s šwi šwi). Leave off that I write this first." Ḥad:a goes on: "Well, tell him his sister's done the naming." "Okay." "She did to her daughter (i.e. she named her daughter) Naâima." "Okay." "Tell him she's healed, she's all right." "Okay." "As for the wedding of the Lḥsn family, tell him it's just now they asked for the daughter of Ḥasan." "Okay." "They did the bride gift (ṣ:daq), they went to Âin l Luḥ and registered (zm:mn)." "Okay." "Well as for the wedding, it's still to come, when people take in (God willing) the harvest (anbdu)." "Okay." "Well, tell him your brother-in-law (aḍg:^{w}al) greets you." "Okay," "your mother's brother greets you," "Okay," "your father's brother and the daughter of your mother's brother..." "Okay" "Well that's all (ṣafi)."

Zaid asks for the address, and did she bring some envelope of a letter? She brought it. Well, says Zaid, that's all; now just go the post office (lbusṭa), do it a stamp (ṭ:anbr), throw it in to go.

Ḥad:a blesses Zaid's ancestors and departs.

Now close your book and hear the conversation at normal speed, with slides.

Introduction: ibda Zaid l:a it:aru lwažab i Muḥm:d.

H. iwa , sl:m γifs , âunug:ʷa, trḍud γifs . tinid-as "hat numẓ tabrat:-nš , nfrḥ is: âunug:ʷa ."
Z. ḥawl, γas s šwi šwi -- aǰ ad arux aya bâda.
H. iwa ini-as"han ultmaš tga s:ibâ ."
Z. uax:a .
H. in-as tgaʸas i il:is Naâima .
Z. uax:a .
H. ini-as hat tž:i , labas γurs .
Z. uax:a .
H. id: tamγra n Ait Lḥsn , in-as hat amšin:a s:utr: il:is n Ḥasan . 255
Z. uax:a .
H. gan ṣ:daq, d:an γr Âin l Luḥ al:ig zm:mn .
Z. uax:a .
H. iwa , id: tamγra , tsul altu ; al: asin mid:n (nšaâ Ḷ:ah) anbdu .
Z. uax:a .
H. isl:m γifš uḍg:ʷal-nš .
Z. uax:a .
H. isl:m γifš xališ ...
Z. uax:a .
H. isl:m γifš âm:iš d il:is n xališ .
Z. uax:a .
H. iwa ṣafi .
Z. iwa , awi-d ladrisa . is t:iwid ša n ž:ua n:brat ? 256
H. iwix-t:-id .
Z. iwa, ṣafi ; dγi γas d:u γl lbusṭa, tgd-as ṭ:anbr , tgr-t: at:d:u .
H. (iwa) ad irḥm Ṛb:i lualdin-n:š , a Zaid !
Z. ula uin:m ! 257 **

L32.5 Ḥad:a visits Zaid (IV). Dialogue, pauses. (3:43)

Here is the dialogue with pauses inserted so that you may repeat the lines, taking either Zaid's or Ḥad:a's role, or both of them. Follow along in the book if you wish.

L32 CULTURAL NOTES (on tape): Fêtes: naming a baby; circumcision; wedding (slides 257-260) (9:29) * 257
Vocabulary:

s:ibâ s:buâ	celebration for naming new baby (usually on the 7th day)
š:iux, š:ixat	professional musicians and dancers (m pl, f pl)
imnain	horsemen
lqfḍan	caftan

ṭ:âriža	ceramic and skin drum, often played by women	
ṭ:lba (sg ṭ:alb)	men who recite the Quran.	
ṣ:adaqa	evening feast for guests including ṭ:lba, who recite; in memory of someone or in thanks for some felicitous occurrence.	
lfižṭa	festival, feast.	
lḥn:a	henna--herb with ritual and cosmetic uses	
ktin + DO	shorten something (here, in ref. to circumcision) Cf. zy:n	258
šṭḥ (vb)	dance	
inžiz	sing izlan (Zm:ur dialect; AM. use q:is)	
t:urar	play (itsv of urar)	
tamγra	wedding feast, celebration	259
isli	bridegroom	
tislit	bride	
tarišt	fine saddle for horse or mule	
arukʷu	bride's paraphernalia	
izlan n tarišt	songs for the wedding procession	260
lâar-n:m	your responsibility or protection	
ur tg:ʷid	she is not afraid	
ḥžb-it:	protect her	
Sidna Yusf	our lord Joseph (son of Jacob and Rachel)	
amsnai	bride's escort (mounted, holds bride before him in wedding procession)	**

L32 APPLICATIONS AND EXERCISES

a. Write a set of independent sentences on the activities mentioned in parts III and IV of Zaid and Ḥad:a's dialogue.

b. Reenact part III of the dialogue; or, describe the model son invented by Mimuna: how he behaves, what he has done for his family.

c. Discuss with someone the people who go abroad under work contracts (kuntrada): where they go, what work they do, whether they are content there; what happens when they come home.

d. Reenact part IV of the dialogue; or, summarize Mimuna's letter to her son: ("She said to him, ...")

e. In L32.2, Zaid read that Muḥm:d did not find leave to come home for his sister's s:ibâ. Can you express this as a conditional sentence -- "If Muḥm:d had gotten permission, he would have come to be present at the s:ibâ." (See L17 for conditions contrary to fact.) Construct similar conditional sentences based on situations known to you and your tutor; check them with him.

EIGHTH REVIEW (Lessons 29-32)

A. Time, tense, and aspect

Test your ability to use the right tense marker and stem form of the verb, by constructing sentences to express the following: 1) Zaid parted with his guest. 2) He returned to his house. 3) Ḥad:a came in to Zaid. 4) She brought a letter. 5) She wanted Zaid to read her the letter. 6) Zaid, Ḥad:a has come, she brought some letter, she wants you to read it to her. 7) Zaid will read her the letter. 8) Zaid is going to read her the letter. 9) Zaid is reading her the letter. 10) When I went in to them to take them tea, Zaid was reading her the letter. 11) While Zaid was reading her the letter, Ḥad:a was sitting by the table. 12) If I could read, I would have read her the letter. 13) If Ḥad:a wants to send a letter, she will have to go to the post office. 14) Don't forget to write me a letter.

B. Asking substantive questions

Test your ability to find out what you need to know, by asking questions of substance: who, what, where, why, when, how; to whom, from where, etc. Review if necessary S12.2 and the examples in L10.3, 12.3, 14.3, and 16.3, 4. Construct questions on the last 4 dialogues: 1) Who had a baby? 2) What is the baby's name? 3) Who wants to attend the Lhsn wedding? 4) To whom did Muḥm:d send a parcel? 5) What did he send his mother? 6) Which among her creditors will Ḥad:a pay? 7) Where will Ḥad:a buy a stamp? 8) Why did Ḥad:a tie her head up? 9) Where did Buâz:a go? 10) With what did Ḥad:a tie her head? 11) Who is Ḥad:a ? 12) When will Ḥad:a's son return to his country?

Check your questions with the tutor and try to tell from his replies if you have asked what you intended.

C. Suggestions for further study

Three types of sources may be used for more advanced study of Tamaziyt:

1) If you are in Morocco, work with native speakers to improve your fluency and comprehension.

2) If these course materials will still be available to you, use the texts in the cultural notes for more careful listening: It is hoped that they can soon be published as a reader for intermediate study.

3) Additional written materials on nearby dialects are listed in the bibliography; see especially the computerized lexicon of the Ait Seghrouchen dialect (Abdel Massiḥ 1971).

SUMMARY OF TAMAZIGHT STRUCTURE

S1. SENTENCE TYPES, WITH EXAMPLES FROM THE LESSONS.

Most well-formed Tamaziγt sentences can be identified as tokens of the major and minor sentence types described here. Major sentence types are those which may have negative and interrogative forms; minor sentence types can not be either negative or interrogative.

The examples grouped in this section are taken from the lessons; references beginning with S are to later sections of this summary in which the sentence type is more fully described. Literal translations reflect the Tamaziγt structure; smoothed translations provide elements (in parentheses) which have no corresponding Tamaziγt form.

S1.1 Major sentence types.

These include verbal and nomino-verbal sentences, and two types of non-verbal sentences: nominal and prepositional predications.

The verbal sentence (S2) has an unsubordinated main verb in the imperative or the indicative mood:

ian:ai	Umarikani	Amaziγ	L1.5
he-saw	American-male-person	Berber-male-person	

"The American man saw (the/a) Berber man."

The nomino-verbal sentence (S7) has the main verb phrase subordinated to a focused nominal, which directly precedes it:

at:ág	ay	s:an	md:n	L10.3
(it's) tea	that	they-drank	people	

"It's tea that people were drinking."

A pre-announced topic (S8) may precede the focused nominal:

nk:,	u Ây:aš	ay	gix	L1.3
I,	descendant-male (of) Ây:aš	that	I am	

"I am an Ây:aš (tribe) man."

The nominal predication (S9) has no verb; it consists of a nominal subject and a nominal or adjectival predicate:

nk:,	Amarikani	L1.5
I,	American-male-person	

"I am an American."

It is equivalent in meaning to a nomino-verbal sentence with the predicating verb g "be", as above.

The prepositional predication (S10) uses one of two prepositions: either γur "toward" or dig "in":

Zaid u Mγil:,	γurs	iuk:	umd:ak^{W}l	g Midlt	L9.4
Zaid descendant-male Mgild,	to-him	one	friend	in Midlt	

"Zaid (is) a Mgild man, he has a friend in Midlt."

It is equivalent in meaning to a verbal sentence with the existential verb ili "be":

il:a	iuk:	umd:ak^{W}l	γr	Zaid	g Midlt	L7.4
he-exists	one	friend	to	Zaid	in Midlt	

"Zaid has a friend in Midlt."

S1.2 Minor sentence types

Minor sentence types include calls and responses, demonstrative sentences, and expressive utterances.

Calls and responses (S13) include the vocative phrase and responses to it or to "yes-no" questions.

(Mimuna:)	a Hmidu!	"Hamidu!"	L12.1
(Hmidu:)	nâam?	"Yes?"	

Demonstrative sentences (S14) have different forms for pointing or handing an object to someone, or warning someone.

ha Lmγrib!	"Here's/there's Morocco!"	L1.2

haγaš,	ha^{y} at:ag,	ha s:k:^{W}ar!	L14.1
"Here-to you (m sg),	here's tea,	here's sugar."	

xaram igdi! "Beware of the dog!" (to a female)

Expressive utterances (S15) include exclamations, interjections (often required by the subject matter), and other formulaic expressions.

bismil:ah!	"In the name of God (I do/begin this)!"	L4.6

tṛ:â	Mimuna	iḍan	-- ḥaš	udmaun!	L11.4
she-called off	Mimuna	dogs	-- shame	faces!	

"Mimuna called off the dogs -- you should excuse the expression!"

S1.3 Extended sentences.

Two or more sentences may be linked in different ways to form an extended sentence containing several propositions. Extended sentences in which the propositions have a coordinate relationship such as indicated by "and" or "or" in English are described in S16. Since Tamaziγt has no conjunction word corresponding to "and," other linking devices are used. Extended sentences having one proposition subordinated to another, such as conditional sentences, are described in S17.

S2. VERBAL SENTENCES: THE ELEMENTS AND THEIR ORDER

A single verbal sentence has a main verb phrase (VP), which contains a subject affix specifying the person, numver, and gender of the subject (sj); plus a complement, as required or permitted by the verb used. In addition, the subject may be further specified by a nominal (a noun phrase or independent pronoun) which agrees with the verb subject affix in person, number, and gender. The complement is one of the structures described in S5: a direct and/or indirect object, a clause or quotation, or a predicate.

The sentence may also have one or more markers of sentence mode, as provided in S11-12; and it may have one or more adverbial complements, as provided in S6.

The basic order of these sentence elements is:

(SM)   VP   (Nominal sj)   Comp   (Adverbial comp)

The VP may be augmented by pronominal affixes representing the object complements or a prepositional phrase with a pronominal object; see S3.4.

iiwi-d	Ḥmidu	abr:ad.	iiwi-t-id.	L14.4
he-carried-here	Ḥmidu	teapot	he-carried-it-here	

"Ḥmidu brought the teapot."   "He brought it."

A sentence element such as a direct, indirect, or prepositional object, or a predicate, may be put ahead of the verb phrase, either as the focused element of a nomino-verbal sentence, or as a pre-announced topic of a major sentence type:

Muḥá ag:d:an ad ikrz.   (ag:d:an ← ay id:an)   L12.3

(It's) Muḥa that-went that he plow.
"It's Muḥa who-went to plow." (Implied: not someone else.)

Zaid, ag:^{w}d nt:a, ira ad id:u γr S:uq l Lḥd:.   L5.6

Zaid, also-with him, he-wanted that he-go to Market of Sunday.
"Zaid too wanted to go to S:uq l Lḥd:."

S3. THE VERB PHRASE: MOOD, TENSE, ASPECT, AND VERB.

The verb stem and its subject affix form the nucleus of a verbal word or phrase which carries the lexical meaning of the verb, plus these grammatical meanings:

Mood (3.1): imperative (ipv) or indicative
Tense (3.2): imperfect (ipf) or perfect (pf)
Aspect (3.3): simple or intensive (itsv)

The grammatical meanings are marked by the tense-aspect (TA) prefix of the verb phrase, by the use of imperative or indicative subject affix, and by the form of the verb stem itself (ipv/ipf, pf, itsv).

The term "verb" is used in at least two ways in this book: in a paradigmatic sense, for the lexical item with its cluster of forms and meanings; and in a syntagmatic sense, for the combination of verb stem and obligatory subject affix which occurs in sentences.

S3.1 Mood: simple and hortatory imperative vs. indicative

A verb phrase in the *imperative* is used to address an order or request to one or more persons. It uses the set of subject affixes shown in Table 4 with the verb for "go," *d:u*. The imperative singular has a *zero* subject affix; that is, the absence of any subject affix means imperative singular. This is the simplest form in which a verb may occur; it usually corresponds to the basic form under which the verb is listed in the lexicon. However, a more complex verb stem (the intensive -- see S3.3) may occur in the imperative; and the negative imperative must use the intensive stem. Table 5 gives examples.

Table 4. Imperative subject affixes with d:u "go"

Subject no, ge	simple imperative		hortatory imperative	
	"Go!"	affix	"Let's go!"	affix
sg/dual	d:u *∅*	∅	d:u^{y}*ax*	-ax
pl f	d:u*nt*	-nt ~-n:	d:unt*ax*	
pl m(*±*f)	d:u^{y}*at*	-at	d:u^{y}at*ax*	

Table 5. Intensive imperative non-plural of *wt* "hit" in positive and negative sentences

Negation	simple imperative	hortatory imperative
positive	k:at *∅* "Hit repeatedly!"	k:at*ax* "Let's hit repeatedly!"
negative	a ur k:at *∅* "Don't hit!"	a ur k:at*ax* "Let's not hit!"

A *hortatory* suffix -*ax* added to the imperative form means that the speaker includes himself in the subject. The hortatory forms of *d:u* in Table 4 mean "Let's go!"; the one formed from the singular imperative is dual: "Let's you and me go!", while that formed from the plural imperative is plural: "Let's all go!"

An *indicative* verb phrase uses the indicative set of subject affixes, shown in Table 6 with *d:u* "go." The indicative VP may be in the perfect or the imperfect tense, or it may be in the intensive aspect with no indication of tense. The form of the verb stem and of the tense-aspect prefix depends on the tense and aspect used.

Table 6. Indicative subject affixes with *d:u* "go"

SJ no, pe, ge	Subject affix*	imperfect tense	perfect tense	intensive aspect
sg				
1	-γ	ad d:ux	d:ix	l:a t:d:ux
2	t- -d	at:d:ud	td:id	l:a t:d:ud
3 f	t-	at:d:u	td:a	l:a t:d:u
3 m(±f)	i-	ad id:u	id:a	l:a it:d:u
pl				
1	n-	and:u	nd:a	l:a nt:d:u
2 f	t- -nt	at:d:unt	td:ant	l:a t:d:unt
2 m(±f)	t- -m	at:d:um	td:am	l:a t:d:um
3 f	-nt	ad d:unt	d:ant	l:a t:d:unt
3 m(±f)	-n	ad d:un	d:an	l:a t:d:un

*Subject affixes change in certain contexts (see S32):

-γ → x when word-final
-γ → q: combined with stem-final γ, x, q, or q:
t- → ṭ: combined with preceding t, d, or ḍ
or with following t, t:, or ṭ:
t- → d: before z or ž (optionally)
-d → ḍ: combined with stem-final d or ḍ
-n → n:, r:, l: combined with stem-final n, r, l
-nt → n: (optionally)

S3.2 Tense of the indicative verb: perfect or imperfect

A VP in the *perfect tense* means that the act or state which the verb describes has been accomplished or achieved. It corresponds only partly to the past tense in English, since many verbs are used in the perfect to describe a state that, having been achieved, exists at the time of speaking. For example, the verb *iri* "desire" in the perfect tense can have either past or present meaning:

rix ad q:imx. "I want(ed) to sit down." L9.3

Only the context (a time adverbial or something else outside the verb phrase) indicates whether *rix* means "want" or "I wanted."

The perfect tense is marked by a zero (i.e., the absence of any) TA prefix, and by the use of the perfect stem form, which for the majority of verbs differs from the basic stem form (see S19 for verb stem forms, and S16 for the change of perfect to imperfect stem in conjoined sentences).

A verb phrase in the imperfect tense means that the action or state of the verb is as yet uninitiated. This tense is marked by the TA prefix ad and the use of the imperfect stem form (the same stem as us[illegible] for the non-intensive imperative). As the main VP of a sentence, the imperfect expresses a wish or predicts the future (usually with prudent reservations; hear the cultural note of L9).

ad irḥm Ṛb:i lualdin-n:š , a Zaid! L32.4

May God be merciful to your ancestors, Zaid!

uax:a , ad aš-d-awix s:k:^{W}ar. L14.1

Okay, I will bring you sugar.

The imperfect VP is also used in the complement of a verb phrase, where it is equivalent to an English infinitive phrase:

kšm, a Muḥa ! // d:ix ad kšmx. L10.6

"Enter, Muḥa!" "I was going to enter."
(Literally, I-went that I-enter)

However, an intensive verb stem may be used in an imperfect VP to express the intensive aspect of an uninitiated act or state: (see also 3 examples in L18.6)

... ad it:afa manig iq:im, ... (line from a song)

"... so that he always find where he may stay, ..."

S3.3 Aspect: simple or intensive (itsv)

The intensive stem of the verb (shown with the basic stem in the lexicon, and described in S19) expresses a customary, habitual, repetitive, or progressive action or state. As illustrated above, the intensive stem may be used in the imperfect tense, or in the imperative. More commonly, the intensive stem is used in an intensive verb phrase with one of the intensive TA prefixes, shown below with restrictions on their usage:

itsv TA prefix	restrictions on usage
da	none; use in any verbal sentence
l:a	not in negative, interrogative, or imperative

ar	in non-initial sentence of a conjoined sequence of verbal sentences
k:^{w}ud	in first of a pair of intensive VP's

ma da it:g:a dγi? / l:a is:aγ ul:i. L17.2
"What's he doing now?" "He's herding sheep."

l:a t:ẓal:an, ar t:aẓumn Rmḍan. L14.6
"They-pray, and they-fast (during) Ramadan."

..., ar as-it:dm:am urgaz-n:a , ... L26.4
"... and that man he-was begging him, ..." L31CN

k:^{w}ud it:ṣuḍ ..., iâd:l tiγrsiwin.
"As he blows (with bellows), he fixes plowshares."

As the different translations show, the intensive VP describes an action or state that has been initiated but not completed, at some point in time which may be specified by a time adverbial such as dγi "now" (see S6 for others), or understood from the context.

S3.4 Additional elements of the verb phrase

The obligatory elements of the verb phrase can be summarized as mood, tense, aspect, and verb (a stem with a subject affix). Additional elements which may be attached to the verbal word are described in later sections. These include:

Sentence mode markers: interrogative and negative particles (S11-12), which precede the verb phrase and affect the position of the movable affixes.

Movable affixes: the indirect and direct object pronouns listed in S22, and the particles of orientation of the verb (S29). In that order (IO-DO-OP), they follow an unprefixed verb, but precede the verb after any TA prefix, sentence mode marker, or certain other words which introduce a clause (ay ~ aγra, l:ig, ad:ai, etc.).

is d-id:a Buâz:a? "Did Buâz:a come?" L6.4
id:a-d Buâz:a. "Buâz:a came."

A prepositional phrase with a pronominal object behaves somewhat like a movable affix; see S6.2.

S4. THE SUBJECT OF THE VERBAL SENTENCE

The obligatory subject affix of the verb, as shown in S3, identifies the person (1st, 2d, or 3d), the number (sg or pl), and in some cases the gender (m or f) of the subject. The subject may be further specified by a nominal; if so, the two manifestations of the subject agree in person, number, and gender.

S4.1 Types of nominal element

A nominal element, whether it represents a subject or some other part of the sentence, may be one of the following structures:

A noun phrase (NP), consisting of a head noun plus any modifiers it may have (S24). The form of the noun usually indicates its number and gender. When it follows the verb, the subject noun is in its dependent form (S28).

An independent pronoun, either personal or impersonal (S23). The independent personal pronoun adds only emphasis, since it carries the same information (pe, no, ge) as the subject affix.

A nominalized sentence where the head noun is replaced by the relative-interrogative m(a) (S31).

A subject nominal in the second person is preceded by the vocative particle a (S13).

S4.2 Multiple subjects and agreement

A multiple subject is a series of nominals linked by the comitative preposition d "with", described in S30. The subject affix agrees with the first nominal of a following multiple subject; but if the multiple subject precedes the verb, the subject affix is plural.

Id:a Umarikani d Umaziγ γr S:uq l Lḥd . L1.5

He-went the American with the Berber to S:uq l Lḥd.

Amarikani d Umaziγ, d:an γr S:uq l Lḥd: .

The American and the Berber, they-went to S:uq l Lḥd:.

Reciprocal verbs require multiple subjects (S20).

S4.3 "Empty" subjects and referents.

When the subject affix has no referent (like it in "It's raining"), or when its referent is identified by a sentence complement instead of a nominal, the third person singular masculine, i-, is used:

ixṣ:asn ad d:un. "It-is-needed to them that they go." "They have to go." L19.3

S5 COMPLEMENTS OF THE VERB PHRASE

While every verb requires a subject, verbs differ in the types of complements with which they occur: a direct or indirect object, a clausal or quotative complement, a predicate, or no complement at all. A verb may have several somewhat different meanings according to the complement used with it. Insofar as they are known, the complement types which are required (marked +) or permitted (marked ±) have been marked with the lexical entry for each verb. For example, +IO after ɣms "cover" means that it requires an indirect object.

S5.1 The object complements: direct and indirect

A verb may require or permit either a direct object (DO) or an indirect object (IO) or both. Either object may be a pronominal affix, or a full phrase.

The direct object phrase is a noun phrase (NP) with the head noun in independent form, or an independent pronoun (S23). The DO affixes are given in Table 10, S22.

asi abr:ad, asi-t! "Take the teapot, take it!" L25.1

The indirect object phrase consists of the particle i plus either an impersonal pronoun (S23) or a noun phrase with its head noun in dependent form. Some verbs (for example ini "say" and šf "give") usually have the IO affix even when the full IO phrase occurs:

šf-as aman i Muḥa. "Give-to-him water to Muḥa!" L30.1

The indirect object may be used to specify the person with respect to whom an action was done:

ik:s uxq̣:ari rbâa w:ar:ial i Zaid . L23.3

Position and order of the object complements depends on whether they are phrases or affixes. Phrasal objects normally follow the verb and its subject nominal. Normally the DO precedes the IO phrase; but if the DO is more heavily laden with modifiers, it may follow the IO.

ibl:ɣ Zaid s:lam i Ḥd:u. "Zaid sent greetings to Ḥd:u." L7.4

The IO and DO affixes are movable affixes; in that order, they precede or follow the verb, as provided in S3.4.

S5.2 Clausal and quotative complements

An imperfective tense clause beginning with ad may be used in place of a direct object with some verbs; or as indication of the intent of the action (cf. the adverbial of purpose with taḥma, S6).

rix ad q:imx. "I-want that I stay." L9.3

d:ix ad kšmx. "I-went that I enter." L10.6

The verb for "say/tell," ini, takes an IO and either a direct quotation or an indirect quotation introduced by is (with perfect tense) or ad (with imperfect tense).

in:aš Buǎz:a "q:im!" "Buǎz:a tells you 'Stay!'" L27.1

inas i Muḥa ad iq:im. "Tell Muḥa to sit down." L25.2

in:aγi Muḥa is id:a lḥal. "Muḥa told me the time had gone."

Without an IO, ini means "think (something)":

l:a t:inix is tsulm altu g:^{w}zaγar.

"I was thinking that you were still in the plain yet."

S5.3 Predicates and the verb g as "be/become"

The verb g "do, make, put" can be used in Tamaziγt, although not in all Berber languages, in the sense of "be" or "become" something expressed by a predicate. (Note that stative verbs also contain the meaning of "be" or "become," plus a quality; see S25.)

The predicate occurring with g may be a noun phrase or an adjective; in either case it agrees with the subject in number and gender. Or the predicate may be a comparative phrase introduced by am: (see S26):

tga am: lkas, tγuda. (said of a baby, by her mother)

"She is like a glass, she's pretty." (γudu "be pretty")

A verbal predication rarely occurs in the basic verb-first sentence order. Instead, the predicate is usually focused (by the rule in S7), and the subject is more often than not a pre-announced topic (S8):

Mimuna, tamṭ:ut: n Muḥa ay tga. L11.4
Sj + Predicate + relative clause

"Mimuna, (it's) the wife of Muḥa that she is."

Deleting the relative clause with g leaves a nominal predication (S9). Because other Berber languages have different verbs in this relationship to nominal predications, it seems likely that the verb g has been extended to this predicative use.

S6 ADVERBIAL WORDS AND PHRASES

Words and phrases which specify the time, place, manner, etc., of the proposition are grouped as adverbials because of their similar function and position in the sentence. Normally the adverbials come at the end of the sentence; but one or more may begin the sentence without disturbing its structure. Dependent clauses with an adverbial function, and the adverbial conjunctions which introduce them, are treated in S17.

The formal classes of adverbial words and phrases are treated below. Groups of differing forms with similar meanings are treated in the lesson reviews: adverbs of time in the 3d review, of place in the 4th review, and of manner in the 5th review.

S6.1 Locative demonstrative words

Table 7 shows stems and affixes which combine to form locative demonstrative words. Intensified forms are formed by adding a syllable -hV-.

Table 7. Locative demonstrative stems, affixes, and words

Stems	Affixes		Words	Meanings
d- , dγḍ- position or station		near to:	da , dad daha	"here" " itsv.
	-a(d)	+speaker +hearer	dis:	"there (near you)"
	-is:	-speaker +hearer	din: dihin:	"there (near neither)"
si- ~s:i motion or direction	-in:	-speaker -hearer	sia siaha	"this way, be here"
			si^{y}is:	"that way (near you)"
			si^{y}in: sihin:	"that way (near neither)"

S6.2 Prepositional phrases: regular prepositions

There are six regular preposition , which behave very much alike and which differ in substantial ways from other forms which may function like prepositions. As shown in Table 8, they have a long form when the obligatory object is an affix, and a short form when the object is a nominal. A noun phrase object has its head noun in dependent form, except after γr (s).

With affixed object, a preposition of this set becomes part of the verb phrase, following the post-verbal movable affixes and preceding the subject nominal. Optionally it may precede the verb wherever a movable affix would do so (S3.4).

il:a ṣ:abun g ṭ:as.	"There is soap in the dish."	L31.1
il:a digs ṣ:abun.	"There is in it soap."	
ur digs il:i ṣ:abun.	"There is not in it soap."	

Table 8. Regular prepositions and their affixes

Form before:			Affix	
nominal	affix	meaning	No Pe Ge	Form
g	dig-	"in"	sg 1	-i
γr (s)*	γur-	"toward; pertaining to"	2 f	-m
zg	zig-	"from"	2 m	-ǩ (~k)
xf	γif-	"on"	3 f/m	-s
d	id-	"with (comitative)"	pl 1	-nx
s	is-	"with (instrumental)"	2 f	$-k^W nt$
			2 m(f)	$-k^W n$
			3 f	-snt
			3 m(f)	-sn

*This s occurs only before m sg nouns with initial a. In some dialects s occurs without γr, with the directional meaning only.

The short form of the preposition is used when the object is "empty," i.e., replaced by the object pronoun -mi or by a preceding relative particle:

Lḥiǰ, γas un:a γr il:a s-mi. L18.6

"The pilgrimage, just one to whom there is the wherewithal." (makes the trip)

S6.3 Prepositional phrases: pseudo-prepositions

Prepositions in this group take as affixes the IO set of pronouns (see Table 10, S22). If the object is phrasal, it has the form of an IO phrase for iurd and unin:; for all others, it is a genitive phrase (GP) such as modifies nouns (see S27). Some pseudo-prepositions (marked ±0) may occur without an object. The set includes but is not limited to the following:

n:ig	"above, over, uphill"	"of something" (take genitive phrase)
d:aw	"below, under, downhill"	
dat ~ zat	"in front, ahead" ± Oj	
tf:ir	"behind, at the rear" ±0j	
ingr	"between"	
bnid ~ mnid	"in front of"	
iurd	"hither, this side"	"to sometning" (take IO phrase)
unin: ~ urin:	"thither, that side" ±0j	

S6.4 Adverbial nouns and noun phrases

Adverbial noun phrases look much like those pseudo-prepositional phrases (see above) which take a genitive phrase; but the head of this phrase is an adverbial noun, which may occur in non-adverbial uses. These include:

afl:a	(a → ua)	"place above; on top (of stg.)"
am:as	(a → ua)	"middle; in the middle (of stg.)"
bṛ:a		"Exterior; outside (of stg.)"
tama		"hem, cuff, edge of garment; beside (stg.)"
žaž		"the inside; inside (of stg.)"

Like other nouns these take a regular genitive pronoun ending, whereas the pseudo-prepositions have an IO pronoun, and the regular prepositions a preposition object pronoun. Compare the three kinds of locative phrase in these examples.

q:im γif-s	"Sit on it."	Prep. + prep. obj pron
q:im tf:ir-as	"Sit behind it."	Pseudo-prep.+ IO obj pron
q:im tama-n:s	"Sit beside it."	Adv. noun + gen. obj pron

Nouns with inherent adverbial meaning, such as the names of units of time (names of days, months, seasons, etc.), may be used as adverbials without any change in their meaning, whether or not they are modified.

, ar t:aẓumn Rmḍan,	"and they fast in Ramadan"	L14.6
anbdu l:a t:d:un γr ž:bl.	"Summer they go to the hills."	L10.7

S6.5 Adverbs (adverbial particles)

This catch-all category includes a variety of independent, invariable forms which do not resemble nouns, and which have adverbial (and sometimes other) uses.

The following adverbs form adverbial phrases or clauses:

am:i "as if" + a sentence (cf. comparisons with am:, S26):

l:a s-nt:g:a am:i ur igi zignx. (Ǎiša S. describes ostracism)

"We do to him as if he were not from us."

bla "without, outside of" + an independent nominal:

Ša w:us:an iaḍn bla Rmḍan L18.6

"Some other days outside of Ramadan ..."

ag:^{w}d "also, likewise" + noun or independent personal pronoun (see S30 for comparison to the noun phrase conjunction):

ag:^{w}d aksum, lxir ay d-isγa L27.4

"Likewise meat, its plenty that he bought."

γas "only, just; (with negative) except" + sentence or independent nominal, or by itself:

ur digs kul: γas ul:i	"There's nothing but ewes in the whole (group)."	L19.3
γas q:im.	"Just sit down."	

auk "all" + a relative phrase beginning with ma :

auk mag:l:an !	"Whatever there may be!"

The following adverbs occur independently, rather than introducing a phrase:

aka	like this, thusly
altu	still, again, already, yet (L15.4, L19.3)
amšil:a	very recently, just now (L15.5)
âlaḥal~âliḥal	almost (L11.6)
bâad~bâda	≃ then (as in, "Well then,..."); anyhow (L13.6, 19.3, 25.5)
bs:if	against one's will: at:d:ud bs:if! -- "You'll go whether you want to or not!"
bz:af	very much, a lot (L23.5, 31.3)
dγl	now (L19.4)
dγia	quickly (L13.6)
dima	forever, always
fimṛ:a	immediately
γas	just (see first group)
iad	already (L23.5, L15.3)
kul:	all; altogether, entirely
n:it	exactly (L15.4)
ša	some; somewhat; (with neg.) not at all
šaigan~šigan	a lot; very much
šwi~šwiya	a little; somewhat (L19.4)
q:aḥ	just, exactly, altogether
ualu	none, nothing; (with neg.) not at all (L23.3, 31.3)
uxlaṣ:	≃ anyhow (L19.4)
zik:	early; long ago (L11.6)

S7 CONTRASTIVE FOCUS: THE NOMINO-VERBAL SENTENCE

Almost any element in a sentence may be focused on by transforming the basic sentence structure as follows.

S7.1 The focus transformation

- ○ Put the focused element before the verb phrase.
- ○ Add focal stress (S32.4), usually on the last syllable.
- ○ Link the focused element to the remainder of the sentence with the relative pronoun ay (see below).
- ○ If the subject is focused, replace the verb's subject affix by the participial affix i- -n.
- ○ An affirmative particle d may precede the resulting nomino-verbal sentence; it is obligatory after interrogative is or negative ur.

The meaning added by this transformation is contrastive emphasis (except for the predicating verb g; see below). Compare the subject-focused and object-focused nomino-verbal sentences which correspond to this neutral sentence:

tan:ai Tmarikaniit Tamaziγt. L3.4
VP Sj DO
She-saw the American the Berber.
"The American woman saw the Berber woman."

Tamarikaníit ay + ian:ain Ø Tamaziγt
Sj rel VP DO
It's the American who-saw the Berber.
"It's the American woman who saw the Berber woman."

Tamazíγt ay tan:ai Tmarikaniit Ø
DO rel VP Sj
It's the Berber whom she-saw the American.
"It's the Berber woman whom the American woman saw."

S7.2 The predicating verb g "be"

The predicate nominal complement of this verb is normally focused, as in the example from L1.3, cited in S1. Contrastive emphasis is not necessarily implied.

S7.3 The relative pronoun ay "who-whom-which-that"

The relative pronoun ay changes form in some combinations. It combines with a following subject marker i- to form g:, and if the verb is g it too combines into g: .

mag:sal Zaid xf b:as? <may i-sal L10.3
"Whom did Zaid ask about his father?"

Buâz:a u Ây:aš ag:a. < ay i-ga L5.5
"Buâz:a is an Ayache man."

The ay combines with certain tense-aspect prefixes, dropping the y before da and aγa ~ aγra:

mimš ada t:g:ad at:ag? < ay da Rev. 5,D
"How do you make tea?"

milmi ayra td:ud γr tmazirt-n:Š?   ay γra   Rev.2,F
"When will you go to your country?"

The ay can combine with an orientation particle (S29) in place of the verb g , if the subject is non-human:

ábr:ad aya. "It's a teapot that this is."   L13.3

The resulting words aya and ayin: act like nouns, in that the a – u in contexts where a noun has dependent form:

mat:a uya ? "What's this?" (cf. mat:a uas:a?)   L1.2

S8. PRE-ANNOUNCED TOPICS AND PRONOMINAL REFERENCE

One or several post-verbal elements of a sentence may be topicalized by transforming the sentence as follows.

S8.1 The topic transformation

- ○ Put the topic before the verb phrase and the focused element (if any).
- ○ Add topic stress (see S32.4).
- ○ Replace the topic with an appropriate personal pronominal affix. If the subject is topicalized, the subject affix serves this purpose.

Thus the post-topic sentence has the same structure as if the topic were mentioned in a previous sentence:

Ait Mgil:, l:an digsn Iršlaun Uẓṛu, ...   L8.5
Ait Mgild, there are among them the Irklaun of Aẓṛu, ...

This transformation adds no meaning, but simply preannounces that element of the proposition in which the speaker is most interested. A sequence of parallel statements about different topics, as in L8.5, seems to imply comparison; but to make an overt comparison id: must be used before the subsequent topics, as in L13.5.

S8.2 Independent personal pronoun as topic

When the element to be topicalized is in the first or second person, the appropriate independent personal pronoun is used as the topic:

nk:, U Myil: ay gix. "(As for) me, it's a   L9.1
Mgild man that I am."

S9 NOMINAL PREDICATIONS AND RELATED SENTENCES

This type of verbal sentence consists of two nominals, a subject and a predicate. The affirmative particle d precedes the predicate after interrogative is or negative ur, but is optional otherwise (it is less common in Ait Mgild than in some Berber dialects).

nk:int, Ḥad:a Sâid.   "Me, (I'm) Ḥad:a Sâid."   L22.4
Sj   Predicate

A nomino-verbal sentence which has a topicalized subject and a focused predicate (which means that the verb is g "be") can be transformed into a nominal predication simply by dropping the relative clause:

Mimuna, tamṭ:ut:n Múḥa (ay tga) L11.4
Sj Pred. (rel. clause)
"Mimuna, it's the wife of Muḥa (that she is)."

The predicate may occur alone in response to a question:

i mat:a šm:? ult Tmuli. L3.3

"And who are you?" "A Tmuli woman."

S10 PREPOSITIONAL PREDICATIONS AND RELATED SENTENCES

The existential verb ili "be" can be omitted from a sentence containing the preposition dig- "in" or ɣur- "appertaining to" with a pronominal affix. The result is a prepositional predication, with the meaning of the deleted verb still understood:

(il:a) digs ṣ:abun. (There exists) in it soap. (Cf. S6.2)

ur digs (il:i) ṣ:abun. Not in it (there exists) soap.

S11 THE NEGATIVE SENTENCE MODE

The basic negative marker is ur; its use differs somewhat according to the type of sentence.

In verbal sentences, the negative ur precedes the verb phrase. It can be preceded by a preannounced topic, or an adverbial. The particles ša or ualu follow the negative VP for extra emphasis:

ur d-id:i.	"He didn't come."
ur d-id:i ša.	"He didn't come." (stronger)
ur d-id:i ualu.	"He didn't come at all!"
urʒin d-id:i.	"He never came."

In the negative perfect, many verbs have special stems, usually with an -i inserted or substituted for a or u. The movable affixes shift to precede the verb after a negative.

In nomino-verbal or nominal sentences, the negative word urid: precedes the focused element (= the predicate of a nominal predication); but urid: is preceded by the topic (= the subject of a nominal predication):

Lḥij, ur is-d lfrḍ(ay-iga) → urid: lfrḍ (ag:a). L18.6

The pilgrimage, not-that-it is a duty that it is.
"The pilgrimage, it's not a (religious) duty."

Negative sentences are linked by the negative conjunction ula; see S16.2.

S12 THE INTERROGATIVE SENTENCE MODES

A speaker may present a proposition not as an order or a statement, but as a supposition to be confirmed or denied, or as an incomplete proposition to be completed. That is, one may query a whole proposition, or some specific part of it.

S12.1 Querying the whole proposition (yes-no questions)

This kind of question is marked by rising intonation (S32.4). It may begin with the particle is, which in non-questions means "if," "whether," or "since"; or the intonation alone may carry the question meaning.

is iufa Buâz:a Zaid g:^{w}brid? } "Did Buâz:a find L6.4
= iufa Buâz:a Zaid g:^{w}brid? } Zaid by the road?"

The movable affixes precede the verb after is:

is t-iufa Buâz:a g:^{w}brid? "Did B. find him on the road?"

In a nomino-verbal or nominal sentence, is combines with the affirmative d (which is rare otherwise) to form id:.

id: Anglizi ay tgid? "Are you an Englishman?" L10.5

Responses to this sentence type include:

la ~ ihi ~ uhu	"No" (± negative form of the sentence)
lalal	"No, no."
iih	"Yes." (± statement form of the sentence)
Imkn	"Maybe."
ur s:inx	"I don't know."
urs:.	"Dunno."
nšaâ Ḷ:ah	"God willing!" (= I hope so; maybe)

Alternative propositions in a question are linked by mad; see S16.2.

S12.2 Querying one element: focused questions

Questions that ask who, whom, what, where, when, why, how, etc., are focused sentences (see S7) with the queried element represented by the question particle m or by a question word beginning with m in most cases. The reply normally supplies the element requested, either by itself or in a complete sentence focused on that element.

Querying the subject: to ask who or what the subject of the verb is, focus the sentence on the subject, represented by m. Compare the following neutral statement with the subject-focused question and answer based on it; note that the latter use the participial verb form.

a) i-k:r Muḥa zik:. L11.4

b) m áy i-k:r-n Ø zik:? (→ mág:k:r:) L12.3

c) Muḥá (ay i-k:r-n Ø zik:.) (→ ag:k:r:) L12.3

a) Muḥa got up early. (statement)
b) Who got up early? (subject-focused question)
c) (It's) Muḥa (who got up early). (subject-focused answer)

Querying the direct object: focus the sentence on the direct object, represented by *m*. Compare the neutral statement with the DO-focused question and answer; the verb subject affix is not affected, except for the usual combinatory changes.

a) i-sal Zaid Buâz:a xf b:as.

b) m áy i-sal Zaid Ø xf b:as? (→ mag:sal) L10.3

c) Buâz:á (ay i-sal Zaid Ø xf b:as.) (→ ag:sal) L10.3

a) Zaid asked Buâz:a about his father.
b) Whom did Zaid ask about his father?
c) (It's) *Buâz:a* (whom Zaid asked about his father).

Querying the indirect object: focus the sentence on the indirect object, represented by *m* and by the object relative pronoun *mi*. Compare the neutral statement with the IO-focused question and answer. The relative *ay* often reduces to *a* in this context.

a) iṣuḍ Ḥmidu i-ubr:ad.

b) m áy-mi iṣuḍ Ḥmidu? L14.2

c) abr:ád (ay-mi iṣuḍ Ḥmidu). L14.2

a) Ḥmidu blew (with bellows) at the teapot.
b) What is that at which Ḥmidu blew?
c) (It's) the *teapot* (at which Ḥmidu blew).

In response to a previous sentence, one may ask simply *i-mi*? "to whom/what?"

Querying the object of a preposition: there are two ways. A question responding to a previous sentence can use simply the preposition (short form) plus the relative object *mi*:

γr-mi?	To where/whom?
g-mi?	In what/whom?
zg-mi?	From where/whom?
xf-mi?	On what (account)? (→ xm:i)
d-mi?	And/with whom? And/with what?
s-mi?	With what? By what means?

For an independent question, focus the prepositional object, represented by m , and put the preposition after the relative pronoun ay (the y drops out):

m ay s da t:d:un md:n γr laswaq? (→ más) L12.5

"By what means do people go to market?"

Querying other adverbials: the adverbial queried is represented in focused position by a question word (some of which have multiple functions):

milmi	(± verbal sentence)	"When?"
mani lwqt	(±ay or g-mi + verbal S.)	"What time?"
mani-g	(± verbal sentence)	"Where?"
mani-γr	"	"To where?"
mani-zg	"	"From where?"
mani	(+ personal noun or pron.)	"Where/how is X ?"
maxf-mi		"On what account?"
max	(± al:ig + verbal sentence)	"Why?"

Querying the predicate: The predicative verb g "be" is not used in questions to ask what someone is, though it may be used in the reply. Instead, a variety of question words or verbs may be used:

m ay + verbal sentence with ms, "be (ethnically)"
máy tmsd? "Who are you?" Amarikani (ay gix).

m ay + verbal sentence with ânu "be (getting on)"
máy tânid? "How are you?" labas.

m + ism + genitive phrase "What is the name of ___?"
mísm-n:m? "What's your name?" ism-inu Faḍma.

m + ism + ay + verbal S. with g "What is ________?"
mísm ay iga Lislam? "What is Islam?" (→ag:a) L18.6

mat:a + noun (in dependent form if it has one)
mát:a Šg: ? "What are you?" U Ây:aš ay gix.

Other question words in focused questions:

mšta Šḥal	(± genitive phrase) "	"How much?"
mand dig-___	(± rel. clause)	"Which among _?"

S12.3 Miscellaneous question words and structures.

A tag iaš (~iak) may be added to a statement: "Isn't it?" or said in rejoinder to one: "Is that so?"

The expressive word iwa is used with rising intonation to ask "Well? What do you say?"

Alternatives are presented in question form with the conjunction mad : (S16.4)

id: s tit: mad la? ? "Is it true, or not?"
id: " " xas ifr:iγn ? "Is it true, or just lies?"

S13 CALLS AND RESPONSES; THE VOCATIVE PARTICLE a

A speaker engages someone's attention by a call, using the person's name or a suitable title or appelation. The vocative particle a precedes the name or title in brusque or distant calls, as it does in addressing the subject of a verbal sentence:

a Ḥmidu!   nâam?   inasḣ i mid:n ad kšmn.   L11.6
"Ḥmidu!"   "Yes?"   "Tell people to come in."

asi-d ṭ:bla, a Ḥmidu! "Bring the table, Ḥmidu!"   L15.5

A more polite call, to someone close by, would use a rising (question) intonation, as if asking "Are you there?"

Ḥmidu? awi-asn-d i mid:n ad s:irdn.   L15.5
"Ḥmidu? Bring to people (the things with which) to wash."

Some common titles and appelations are:

To a man:	To a woman:	Usage:
a Sidi	a Lalla	Respectful, to a person of importance
a ua	a ta	To an equal, name unknown or avoided
a uin:x	a tin:x	To a member of one's group
a bu-ṭ:aksi	a m:ʷẓṭ:a	Descriptive appelation

The vocative particle may precede each sentence in calling back and forth from a distance; see L11.6 and hear the cultural notes.

Some appropriate responses to a call are:

(a)	nâam?	"Yes?" (= Mor. Arabic)
	iih?	"Yes?"
	haʸi!	"Here I am!"
(a)	may trid?	"What do you want?"
(a)	ṣbr!	"Be patient!" (Just a minute!)
(a)	zaid, d:u γr dat, aura!	"Join me, come forward, come!"

S14 DEMONSTRATIVE SENTENCES: POINTING, HANDING, WARNING

The pointing demonstrative ha occurs as an independent particle with a following nominal, or as a stem with pronominal affixes: a second person IO affix for the person addressed, and/or a third person DO affix for the person or object(s) pointed to. An orientational particle may be directly affixed. Between ha and a vowel, a y-glide is inserted:

ha âari!   "There's the wooded mountain!"   L1.1
haʸ abrid!   "There's the road!"   L1.1

naʸaš bâad ṣ:iniya d lkisan. (~haš) L13.6
"There to-you (m) the tray and the glasses!"

haš-tn aya "There to-you (m)-them (m) here."

ham-tn ayin: "There to-you (f)-them (m) there."

haš-n: "There to-you (m sg)!" L20.2

haʸam m:aṭiša, ham l:imun. "There to-you (f) tomatoes, there to-you oranges." L27.5

The handing demonstrative is a stem (h)aγa-, plus a second person IO affix for the person addressed, and either a noun phrase or a DO affix for the object being handed:

aγaš taz:nbil:t. "Here (I hand you) the tea box." L13.6

aγaš-t: . "Here (I hand you) it (f)."

haγaš, haʸ at:ag. "Here, here's the tea." L13.6

haγaš-t "Here (I hand you) it (m)."

All of the examples are addressed to a man (m sg).

The warning demonstrative is a stem, xar (or xir or γir in some dialects), plus a second person IO affix for the person addressed, and either a noun or a verbal sentence in the imperfect tense identifying what the warning is about.

xaram igdi, ak:m-iič. "Beware of the dog, he'll eat you."

S15 EXCLAMATIONS AND INTERJECTIONS

S15.1 Interjections

Interjections are words or fixed phrases, or sentences, inserted into another sentence but independent of its structure. Interjections are required in certain situations.

haš plus udmaun or a second person IO affix is required when mentioning something dark, dirty, dangerous, or indelicate: charcoal, cinders, donkeys, dogs, certain body parts and processes, and even (for some men) women. (See also L17 CN.)

amẓ igdi-n:a (ḥaš udmaun), ad f:γn mid:n ! L17.6
"Grab that dog (Excuse it!) so people can go out."

nšaâ Ḷ:ah is interjected when the future is mentioned (see L9 CN).

id: tamγra, tsul altu; al: asin mid:n (nšaâ Ḷ:ah) anbdu. L32.4
"As for the wedding, it's still to come, when people take in (God willing) the harvest."

saḥa is interjected where we would say "please" or "thank you."

ad + DO + irḥam Ṛb:i is interjected when mentioning the deceased:

ib:a (at-irḥam Ṛb:i) aks:áb ag:a.

"My father (God rest his soul) was a stock-grower."

ad + γif + IO + irḍu Ṛb:i is interjected in mentioning or addressing a child or young person of whom one approves highly.

l:a it:ḥš:am lâil-n:a (ad γifs irḍu Ṛb:i!) L31.3

"That boy is modest (may God bless him!)."

S15.2 Exclamations

Certain words and fixed phrases are equivalent to sentences. These are common:

amin!	"Amen!" (polite response to blessings)
tanbaršt!	"Congratulations!"(cf. M.Ar. mbark msâud)
iwa !	"Well!" (also as a question, S12.3)
ṣafi!	"That's it/ enough/ all!"
baraka!	"That's enough/ aplenty!"
yaḷ:ah!	"Let's go/ get started/ hurry up!"
uḷ:ah !	"By God (it's true)!"
bismil:ah!	"In the name of God (I do this)!"
iaš !	"You don't say!" (also as tag question)
uax:a!	"Okay;" "Good!"
lalal!	"No, no; not at all."
ix: !	"Ugh!" (cf. ix:a "It's nasty/ bad.")
žmnfu !	"I don't give a damn!" (rude; cf. French)

A verbal sentence may be exclamatory; the following are conventional in form and usage (see L17 for others).

Ṛb:í ad aš-ixlf !	"May God replenish you!" (thanks for a meal; takes IO pronoun)
Ḷ:ah ižâl lbaraka!	"May God accord you a blessing!" (thanks for a meal) The response is:
igaš ṣ:aḥt !	"May He give you health!" (takes IO)
Ṛb:i aš-iaǯ !	"May God leave you (on earth)!" (thanks for hospitality offered or received; takes DO pronoun)

S16 COORDINATE SENTENCE LINKING: "AND," "NOR," "OR"

Sentences which have some common referent may be linked in a coordinate series, with either conjunctive ("and") or disjunctive ("or") relationship. Such sentences are linked by simple conjunctions shown in S16.2, with the important exception of conjoined verbal sentences.

S16.1 Verbal sentence conjunction: what to use for "and"

No Tamaziγt conjunction corresponding to "and" can link verbal sentences. (The preposition d "with" is used to link noun phrases only.) Instead of a conjunction word, the verbal sentences are linked by intonation and by modification of the second and subsequent verb phrases as described below.

Intonation: non-final sentences of a linked series have a slight fall-rise at the end; the final sentence has normal falling pitch (hear L3.5 for examples).

Perfect tense and the "narrative imperfect": it is as if the first VP of a linked series set the tense/aspect key for the rest of the series. If the first VP of a series is in the perfect tense, the following VP's in the pf tense may have the basic stem form instead of the perfect stem form; but the meaning is still perfect.

id:a-d Umarikani s-t:umubil; id:u-d Umaziγ .. L2.5

He-came the American by auto; he-came the Berber...

Intensive aspect: the TA prefix of the initial VP may be l:a or da; subsequent VP's in the intensive aspect have ar or da. The final VP may have al: "until," in the place of a TA prefix.

ur iufi Ḥmidu lfuṭa, ar t:-it:raâa, ... L15.4

Ḥmidu didn't find the towel, and he was looking for it.

Imperative sequences: a series of commands may have only the first VP in the imperative form, and the subsequent VP's in the imperfect, with or without TA prefix.

g ayrum xf ṭ:bla, tasid kul:ši g:ʸut l lmrt, ... L29.5

Put bread on the table, (you'll) take everything at once, ...

S16.2 Conjunction words and their uses

ula "nor" links negative sentences:

ur da s:an šr:ab, ula da t:t:an aksum uḥluf, ... L14.6

"They don't drink liquor, nor eat meat of pig,...

mad "or" links alternative questions:

Id: s tit:, mad la? "Is it true, or not?"

nγd: "or" links alternative sentences that are not negative or interrogative:

awi-i-d iun ixf n:aga, nγd: sin. L23.5

"Bring me one head of celery, or two."

i links a rejoinder question to a previous speaker's question or statement:

Mimuna: d:ix-d zg Sidi Âd:i. "I came from Sidi Âd:i."

American: i mat:a x̌m: ? "And who are you?" L3.3

S17 SUBORDINATE SENTENCE LINKING: COMPLEX SENTENCES

A complex sentence consists of an independent clause (which could stand alone), preceded or followed by a dependent clause. The dependent clause is a sentence preceded by a subordinating word; the most common are shown below, with their meanings and the clause position.

uala ini or sâa "but" forms an exception clause, which follows the main clause (which may be said by a different speaker).

an:ain iuk: uḥr:at l:a ikr:z s snat l lbhaim, L19.3

ualain:i ur s:in: id: asrdun d tagmart ...

"They saw a plowman plowing with two animals,
but they didn't know whether (it was) a mule and a mare.."

bar "perhaps" forms a hypothesis clause which may precede or follow a main clause or occur independently.

iwa, td:ud γr s:biṭar, bar ad am-gin x̌a n d:wa. L31.2

"Well, you go to the hospital, perhaps they'll give you some medicine."

bar is tuḥld. "Perhaps you are tired."

mγar or uax:a "although" forms a concessive clause which may precede or follow the main clause.

mγar ur s:in: ad γr:, l:an γursn lfuq:aha .. L14.6

"Although they don't know how to read, they have teachers"

âlaḥq: "because" forms a causative clause, which follows the main clause.

is:n Buâz:a Âq:a, âlaḥq̣: amd:ak^{W}l n b:as ag:a. L9.4

"Buâz:a knew Âq:a, because he was a friend of his father."

taḥma, ḥma, or tafa "in order to" forms a purpose clause which follows the main clause.

..tn:as ad i fr:γ, taḥma ad asn-d-tx̌f ad čin, ... L15.4

"..she told him to pour, so that she could give them (something) to eat, ..."

is (id: before NP) "if, since, whether" forms a conditional clause where the condition is known. It may precede but normally follows the main clause.

awi-d aman is nwan. "Bring water since it's hot." L13.6

mš "if" forms a conditional clause (condition unknown). It may precede or follow the main clause.

mš trid at:ag, il:a. "If you want tea, there is (some)."

mrd:is "if it were the case" forms a conditional clause where the condition is not true. It usually precedes the main clause. (< mš+ur+id:+is) mr also occurs.

mrd:is ur tnwad digi lxir, ur d-t:d:ud ša. (Zaid)

"If you hadn't believed there was good in me (but you did) you wouldn't be coming at all."

Temporal clauses meaning "when" are formed by different words according to the tense: l:ig for perfect, ad:ai for imperfect. Both cause the movable affixes to precede the verb.

l:ig as-in:a Buẑz:a i Zaid ism n b:as, in:as Zaid is:n-t.

"When Buẑz:a said to Zaid the name of his father, Zaid said he knew him." L9.4

ad:ai an:ain ša l lmskin,... ad digs raẑan. L18.6

"When they see some poor person,...they will look after him."

al: "until, as far as" introduces a noun phrase, or the last of a series of verbal sentences (see S16.1).

d:u al: tšmẑad: d umd:ak:^{w}l-n:š. L20.1

"Go until you get together with your friend."

am:i "as if" forms a comparative clause; see examples in S26.

S18 SENTENCE FORM IN CONNECTED DISCOURSE

The first sentence of a narrative, a conversation or other connected discourse has to supply all of the information not given by the extra-linguistic context: it has to identify the subject, the objects, the process in which they are involved, and the scene, by appropriate nouns, verbs, adverbs, etc. Later sentences in the discourse can depend on earlier sentences to supply part of their meaning. The later, dependent sentences differ in form from the earlier or initial independent sentences in several ways.

Pronominal reference: once the identity of a referent has been established by a noun phrase, later references may use a pronominal affix of the appropriate person, number, gender, and case.

ian:ai Umarikani Amaziγ, isl:m γif-s. L2.5

sj DO sj DO

"The American saw the Berber, he greeted him."

Substitution of a word with less semantic content: A more general-purpose word such as the verb g "do" may be substituted for a more specific word.

Deletion of identical elements: The reply to a question is usually just the tip of the iceberg. A complete reply would incorporate most of the question which elicited it; it is usually omitted but "understood."

is imun Zaid d Buâz:a? "Did Zaid go with Buâz:a?" L6.4

iih (imun Zaid d Buâz:a). "Yes (Zaid went with Buâz:a)."

S19 THE VERB AS A LEXICAL ITEM

A verb entry in the lexicon has some or all of the bits of information shown in the sample entry, discussed below.

1 2 3 2' 3' 2" 3"
d:u "walk, go" ±OP, ±PP; "come" +d; "be lost to" +IO; L1.3
d:i, d:a, t̄:d:u; caus s:udu; Nact tawada
4 5 6 7 8 9

1) Basic stem, used in imperative and in imperfect tense
2) Gloss: the closest English equivalent(s)
3) Complement types occurring with the meaning given (optional complements are marked ±; obligatory are +).
4) Negative perfect stem, if different from basic stem
5) Non-negative perfect stem for 3d sg and all plural subjects (if one exists, 1st and 2d sg pf = neg pf stem)
6) Intensive stem
7) Derived verbs (causative, reciprocal, passive)
8) Derived nouns of action, agent, product; or adjectival noun in m sg form
9) Reference to section in lesson or structural summary where the verb is used

Symbols are defined in the list on p.253. An entry may also include alternate forms, near-synonyms, etc.

Our information on verbs and other lexical items is by no means complete, since no informant was available after the early stages of preparing these materials. The absence of a form indicates that it is not known, not necessarily that it does not occur.

Some general statements which apply to large groups of verbs are given below; exceptions are marked in the lexical entries.

S19.1 The five verb stems: formation of variant forms

A verb has five stems for the uses shown in Table 9. Examples given there illustrate common patterns of stem variation, summarized below.

Table 9. The five stems of some common verbs

Ipv/ Ipf (basic)	Perfect tense (pf)			Inten- sive Aspect	Gloss
		- negative			
	+neg	1,2 sg	other		
zaid	zaid	zaid	zaid	t:zaiad	add, join
f:γ	f:iγ	f:γ	f:γ	t:f:γ	go out
k:r	k:ir	k:r	k:r	t:k:r	get up
kšm	kšim	kšm	kšm	kčm	enter
zri	zrii	zri	zri	zr:i	pass
bd:	bd:(i)*	bd:(i)	bd:(a)	t:bd:a	stand/stop
q:im	q:im(i)	q:im(i)	q:im(a)	t:γima	sit/stay
d:u	d:i	d:i	d:a	t:d:u	go
bdu	bdi	bdi	bda	bd:u	begin
asi	usi	usi	usi	t:asi	take, carry
awi	iwii	iwi	iwi	t:awi	take/bring
ili	l:i	l:i	l:a	t:ili	be (exist)

*Forms in parentheses are alternates within the same dialect.

The intensive stem is formed by prefixing a t:- to the basic stem, or by geminating the second consonant as in bdu → bd:u ; regular phonological rules make the doubled consonant one tense segment. In addition, an -a is often inserted, usually after the second consonant. Other, minor patterns occur: e.g. q: → γ (degemination), as in q:im → t:γima.

The negative perfect stem, which occurs after ur, is identical to the basic stem for some verbs; for others, it has an -i- inserted between consonants as in k:r → k:ir, or substituted for another vowel, as in bdu → bdi.

The non-negative perfect may be identical to the basic stem, or it may have one of several kinds of vowel change from the basic stem:

Initial a → u as in asi → usi, ali → uli, etc.

Final u → {i with 1st and 2d pe sg as in d:u → d:i/a
or i → {a with other pe and no. " " ili → l:i/a

Verbs with these final vowel changes usually have the same form with -i for all persons of the negative perfect and for first and second person singular of the non-negative perfect, while the remaining persons and numbers have the form with -a. Compare the 3d sg m, for example:

"I" (1st pe sg)		"he" (3d pe sg)			
+neg	-neg	+neg	-neg		
ur d:ix	d:ix	ur id:i	id:a	d:u	"go"
ur l:ix	l:ix	ur il:i	il:a	ili	"be"

S19.2 Cross-reference to other entries related to verbs

Adjectives derived from stative verbs are discussed in S25. Nouns derived from verbs generally fall into the class of regular nouns described in S28.5, or the vowel-initial masculine nouns of S28.8. The derivation of verbs from verbs is described in the following section S20.

S20 VERB DERIVATION: CAUSATIVE, RECIPROCAL, PASSIVE

Verbs are formed from other verbs by adding one of these three prefixes and its meaning:

m(:)-	reciprocal	:	msal	"ask each other"	L5.6
s(:)-	causative	:	š:kšm	"cause to enter"	L11.4
t:u-	passive	:	t:una	"be said"	L17 CN

The derived verb is a separate lexical entry, since its internal form and its meaning are not always predictable from its base. The base to which the derivational prefix is added may be a basic verb or it may itself be a derived verb. Not all verbs can serve as bases for all three kinds of derivation; therefore the lexical entry indicates derived forms known to occur.

The special features of each kind of derived verb are described below.

S20.1 The causative derivation in s:-

A causative verb requires a direct object (which corresponds to the subject of a sentence with the underived verb):

ts:ird Faṭ̮ima ifš:ka.	"Fatima washed the dishes."	cf L27.3
iridn ifš:ka.	"The dishes are clean."	

The causative s:- is palatalized by a palatal consonant in the following stem: s:- → š: . It loses its tenseness (s: → s) in many cases.

iš:kšm Ḥ̮midu ingbaun.	"Ḥ̮midu had the guests enter."	L11.4
kšmn ingbaun.	"The guests entered."	L11.4

S20.2 The reciprocal derivation in m:-

A reciprocal verb requires a plural or multiple subject (see S4.2).

isl:m Zaid xf Buâz:a. "Zaid greeted Buâz:a." L5.5

isl:m Buâz:a xf Zaid. "Buâz:a greeted Zaid."

imsl:am Zaid d Buâz:a. "Zaid and Buâz:a greeted each other."

The reciprocal verb may have a vowel change from its base, such as the -a- inserted in the above example.

S20.3 The passive derivation in t:u-

A passive verb cannot have an object; its subject is the same as the object of the underived base. There is no agent specified in the passive.

awal-a, ur da it:un:a. "That word is not said."

awal-a, ur da t-nt:ini. "That word, we don't say it."

A passive verb cannot be a base for further derivation.

S21 VERB PARTICIPLES AND THEIR USES

When a verb's subject is focused, or when it is in a relative clause, the subject affix is replaced by a participial affix, and the verb becomes a participle.

Participles which refer to a focused subject have the affix i- -n :

máy d-if:γn? "Who came out?" L12.3

Mimúna ay d-if:γn. "It's Mimuna who came out."

When there is no movable affix to separate ay and the i- of the participial affix, y+i→g: , as in mag:f:γn "Who went out?".

Participles in a relative clause may have the same affix, i- -n ; or a plural ending -nin if the clause modifies a plural nominal:

laswaq: n:a il:an g Laṭlas ... L6.7

"The souqs which are in the Atlas..."

l:an uin:a t:d:unin xf iḍar:-nsn. (Cf. L12.5)

"There are those who go on their feet."

The relative n:a can sometimes be omitted between a noun and the participle modifying it:

mid:n n:a iẓiln = mid:n iẓiln } "good people"

mid:n n:a ẓilnin = mid:n ẓilnin }

abrid izdign "the clean path" L18.6

S22 PRONOMINAL AFFIXES

Pronominal affix sets introduced in various parts of this summary are gathered in Table 10 for easier

Table 10. Pronominal affix sets and the independent personal pronouns

Number, person, gender[1]			Verb subject (immovable)[2]			Indep. Personal Pronouns	Verb object (movable)		Preposition Object	Noun possessive endings	
			ipv	(hort)	Indic.		Direct[3]	Indir.		Kinship	Regular
SINGULAR	1 Pe				-γ	nk: ~nk:in ~nk:int	(i)i	ii	-i	∅	-(i)nu[4]
	2 Pe	fem	∅	-ax	t- -d	šm: ~šm:in:	(i)šm	am	-m	-m	-n:m
		masc				šg: šg:in	(i)š	aš	-š	-š	-n:š
	3 Pe	fem			t-	nt:at	(i)t:	as	-s	-s	-n:s
		masc			i-	nt:a	(i)t				~-ns
PLURAL	1 Pe			-ax	n-	nk:ʷni	ax	ax	-nx	-t-nx	-n:x
	2 Pe	fem	-nt		t--nt	kʷn:ini	(i)kʷnt	ašnt	-kʷnt		-nkʷnt
		masc	-at		t- -m	kʷn:i	(i)kʷn	aun auit	-kʷn	-t-un	-n:un
	3 Pe	fem			-nt	nitnti	(i)tnt	asnt	-snt	-t-snt	-nsnt
		masc			-n	nitni	(i)tn	asn	-sn	-t-sn	-nsn

---

[1] Masculine plurals are used to refer to male or mixed groups. In some dialects near Ait Mgild, the feminine plural is no longer used: Zm:ur, Zayan.

[2] See Table 6 in S3 for changes in affix forms.

[3] The (i) occurs when the DO affix follows a consonant postverbally.

[4] The (i) occurs when the 1 sg possessive affix follows a consonant.

reference and comparison. Notice the resemblance of forms with the same person, number, and gender, across different functional sets. The independent personal pronouns (discussed in S23) are included in Table 10 because they share this resemblance.

It is useful to know that the š in second person singular forms corresponds to k in dialects spoken near to Ait Mgild dialects; for example, at S:uq l Lḥd: one will hear Zayan speakers say km:in for "you (f sg)." See the note in S32.1 on ad+š→k:.

The relative pronoun mi, not shown in the table, is used to represent certain pronoun affixes when they are semantically empty: the indirect object of the verb, or the object of a preposition or a genitive particle.

i-mi?	"to whom?"	d-mi?	"With whom (or what)?"
n-mi?	"of whom?"	s-mi?	"With what?" (instrumental)

S23 INDEPENDENT PRONOUNS: PERSONAL AND IMPERSONAL

As described in S4.1, the types of nominal element include independent pronouns of two kinds, personal and impersonal. Although their functions are quite different, either may occur as any nominal element of a sentence: as subject, direct or indirect object, object of a preposition or of the genitive, etc.

S23.1 Independent personal pronouns and emphasis

The independent personal pronoun (IPP), as shown in Table 10, carries the meaning of person (1st, 2d, or 3d), number (sg or pl), and gender (m or f). Since the same meanings are carried by the pronominal affixes, the IPP is used only for emphasis. It is required as the topic or focused element in the 1st or 2d person, or for 3d person if a noun phrase is not used:

gix at:ag. ńk: ay t-igan. (IPP as focused
"I made tea. It's I who made it." 1st pe subject)

In other circumstances where the IPP is not required, it may be added to emphasize a noun or a pronoun affix. In this case it may be introduced by ag:^{w}d "also, likewise" (see S30 for comparison to d "with").

ag:^{w}d nk: , d:ix γr Âin l Luḥ." L22.4

"I too, I am going to Âin l Luḥ."

ira Zaid, ag:^{w}d nt:a, ad isu at:ag.

"Zaid himself also wanted to drink tea."

nd:a nk:^{w}ni al: iγzr

"We ourselves went as far as the stream."

S23.2 Impersonal pronoun stems as noun substitutes

Independent impersonal pronouns (words and phrases) are formed by substituting one of the following stems for a noun in certain constructions described below:

u (m sg), ui (m pl); t (f sg), ti (f pl)

The resulting structures (demonstrative pronouns, possessive pronouns or phrases, ordinal pronouns, and referential pronouns or phrases) can be used in the third person or (preceded by the vocative a) in the second person.

Demonstrative pronouns consist of an impersonal pronoun stem with an orientational particle suffixed:

	"this one"	"that one"	"these ones"	"those ones"
masc:	ua , uad	uan	uid	uin
fem :	ta , tad	tan	tid	tin

Possessive pronouns consist of an impersonal pronoun stem with a regular noun possessive suffix (Table 10):

Gender of the thing possessed:	masc	fem
"mine" (the one(s) of me)	uin:u	tin:u
"yours" (the one of you--f sg)	uin:m	tin:m
"yours" --m sg)	uin:š	tin:š
"his/hers/its"	uin:s	tin:s
"ours" (the one of us)	uin:x	tin:x
"yours" (the one of you--f pl)	uin:k^{w}nt	tin:k^{w}nt
"yours" --m pl)	uin:un	tin:un
"theirs" (the one of them--f pl)	uin:snt	tin:snt

Note that as in English, the possessive pronoun does not show whether the thing possessed is singular or plural. A possessive pronominal phrase has a pronoun stem modified by a genitive phrase: see S27.1, (2) pronoun phrase.

Ordinal pronouns consist of an impersonal pronoun plus the instrumental preposition s with a numeral as its object, as in these examples:

"the second one"	uis:in	(m)	tis:nat	(f)
"the third one"	uiš:raḍ	"	tiš:raṭ:	"
"the fourth one"	uisrbậ	"	tisrbậ	"
"the fifth one"	uisxmsa	"	tisxmaa	"

(Note: "first" is amzg^{w}aru (fem. tamzg^{w}arut), from the verb zwr "be first.")

Referential pronouns consist of an impersonal pronoun with the referential demonstrative n:a suffixed, plus the relative clause introduced by n:a:

un:a tram "that which you want (as you prefer)" L15.5

The masculine plural form produced by this rule, uin:a "those that...", is close in meaning to another form, ayn:a "whatever," and is considered by at least one speaker to be the dependent form of ayn:a.

S24 NOUN PHRASES: THE HEAD NOUN AND ITS MODIFIERS

. A noun phrase consists of a head noun, plus whatever modifiers it may have: a demonstrative particle, an adjective, a genitive phrase (GP), a relative clause, or a quantifier. The number and gender of the head noun are reflected in adjectives and quantifiers, but not in the other modifiers. The modifier follows the head noun except for the quantifier, which precedes the noun and becomes the formal (if not the logical) head of the NP.

If the head noun of an NP is a regular noun, it may have a special dependent form (described in S28.5). The dependent form is used when the NP is in a subordinate position: as subject following the verb; as object of the genitive or indirect object phrase: as object of a preposition; as part of a compound noun (S28.3).

S24.1 Demonstrative particles modifying the noun

A noun may be modified by adding an orientational particle (S29), or a demonstrative of reference: n:a for recent reference, or rarely, l:i for remote reference. The vowel of the orientation particle is separated from the noun's final vowel by a y-glide.

lâil-a lâil-ad	"this boy"	amksaYa amksaYad	"this herder"
lâil-in:	"that boy"	amksaYin:	"that herder"
lâil-n:a	"that boy (aforesaid)"	amksa-n:a	"that herder (aforesaid)"

S24.2 The adjective modifying a noun

A noun may be modified by an adjective, which follows it and agrees with it in number and gender. The derivation and form of adjectives is described in S25.

awi-d iburksn imẓ:ianin! "Bring the small slippers!"

td:a tmṭ:ut: tausart,... "The old woman went, ..."

Since the adjective reflects the number and gender of the head noun, the noun can be omitted when the context makes its referent clear; then the adjective is promoted to head of the NP.

awi-d imẓ:ianin ! "Bring the small ones!"

td:a tausart, ... "The old woman went, ..."

S24.3 The genitive phrase modifying a noun

A noun may be modified by a genitive phrase (GP). If the genitive object is pronominal, the GP forms a "possessive ending" to the noun (as listed in Table 10). Otherwise the genitive particle, if any, and its noun phrase object follow the head noun. These and two other kinds of genitive construction are described in S27.

S24.4 The relative clause modifying a noun

A noun may be modified by a relative clause introduced by the demonstrative of reference, n:a (see S31.1).

laswaq n:a il:an g lžwayh-a L6.7

"the markets which are in this area"

A relative clause may follow an adjective:

tiq:bilin timq:ranin n:a l:anin g Laṭlas ... (Buâz:a)
Adj rel clause

"the great tribes which are in the Atlas ..."

S24.5 Quantifiers modifying a noun

If a noun is quantified, whether by a definite or an indefinite quantifier, it is the object of a genitive phrase and the quantifier is the head noun:

žmânt snat n taičin ... "Two (of) women met..." L22.4

šigan unẓar ag:wtn. "It's lots of rain that fell." L19.4

This special kind of genitive construction and the agreements between the quantifier and the quantified noun are described in S27.4

S25 ADJECTIVES: DERIVATION AND INFLECTION (cf. S24.2)

Adjectives are derived from stative verbs; and conversely, stative verbs are verbs from which adjectives are derived. The meaning of a stative verb is usually expressed in English by "be" or "become" plus an adjective. Since the adjective stem usually differs from the verb stem, adjectives are listed separately in the lexicon, in their m sg forms; but the verb entry has a cross-reference to its derived adjective. For example, the lexical entry for mẓii "be or become small" refers to amẓ:ian "small."

The adjective is inflected to agree with the noun it modifies, by adding the regular noun number and gender markers. Since all forms are predictable, given the stem, only the simplest (the m sg) is listed in the lexicon. The adjective does not change meaning with gender, as some nouns do. Compare verb and adjectives in this set:

abr:ad	amẓ:ian	"small pot"--imẓii ubr:ad	"the pot is small"
ibr:adn	imẓ:ian:	"small pots"--mẓiin ibr:adn	"the pots are small"
tabr:at:	tamẓ:iant	"small jug"--tmẓii tbr:at:	"the jug is small"
tibr:adin	timẓ:ianin	"small jugs"--mẓiint tbr:adin	"the jugs are small"

Comparisons do not employ adjectives, but may employ stative verbs; see S26.

S26 COMPARISON AND COMPARATIVE STRUCTURES

To compare several things or beings as to some quality such as size, color, goodness, etc., English uses the adjective with a comparative ending or a quantifier: "bigger, better, more beautiful." Such comparisons in Tamaziγt use verbs instead of adjectives. Comparison of equals uses the particle of similitude, am: "like."

S26.1 Comparisons of inequality, with verbs

Stative verbs are used for comparison by adding a prepositional phrase for one element of the comparison; the other element is the subject:

imq:ur zigi. "He's bigger than I." (lit. "from me".)

mq:urx γifs. "I'm bigger than he." (lit. "on him".)

The verb af/uf "be better (than)" can have a direct object as one element of the comparison; or it can have an imperfect clause and an indirect object: "be better for someone to do something."

tuf trbat:-a tarbat:-in:. "This girl is better than that girl."

iuf-am at:d:ud. "It's better for you (f sg) that you go."

Two verbs that take direct objects can be used for general comparisons by using an abstract noun with the instrumental preposition s to denote the quality in question: agr and γlb.

iugr-it s taγzi. "He is greater than him in height (length)."

iγlb-itn s tuz:urt. "He beats them in fatness."

S26.2 Comparison of equality, with particle of similitude

The particle am: "like" plus a noun phrase is used as a predicate of a verbal or nominal predication (S5.3):

am: uas:á a mi ujix amsmar-a. L26.4

"(It's a time) like now for which I left this nail."

The form am:i "as if" plus a verbal sentence is used as an adverbial clause (S6.6).

The use of am: is severely restricted by a cultural bias against similes involving persons; hear the cultural notes to L17 and see hq:r, ahq:r, and amhq:r, and compare the English saying, "Comparisons are odious."

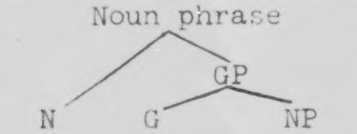
S27 THE GENITIVE CONSTRUCTION (WITH NOUNS OR PRONOUNS)

This section deals with the four types of genitive constructions, and with the form and meanings of the genitive phrase, including quantified noun phrases.

S27.1 Structure of the genitive construction

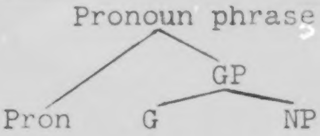
A genitive construction consists of a head noun or an impersonal pronoun stem, modified by a genitive phrase. The genitive phrase (GP) consists of a genitive marker (G) and a noun phrase or a pronominal affix. The four types of structure resulting from this rule are:

1)



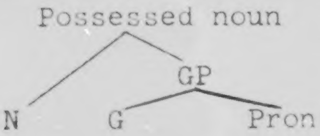
afus n tabr:at:
→ afus n tbr:at:
"handle of the jug"
= the jug's handle.

2)



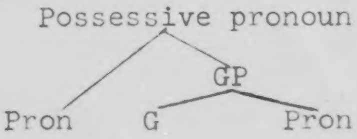
ui n tabr:at:
→ uin tbr:at:
"the one (m) of the jug"
= the jug's.

3)



afus n -ns
→ afus-n:s
"handle of it"
= its handle.

4)



ui n -ns
→ uin:s
"the one of it"
= its.

S27.2 Meanings of the genitive construction

The genitive construction expresses a range of different relationships between two nominals, including the following (see L20.3 for Tamaziγt examples):

Head noun		Object of GP	Example
Possessed	--	Possessor	hand of me
Doer of action	--	Object of action	herder of sheep
Lesser part	--	Greater part	bucket of well
Part	--	Whole	handle of bucket
Container	--	Contents	glass of tea
Quantifier	--	Quantified	two of men

S27.3 Form of the genitive phrase

Basically, the genitive marker (G), is realized as a particle n, as in the above examples; but there are variations, depending on the class and form of the noun or pronoun object of the genitive phrase. The genitive and its pronominal affix have been combined as "possessive endings" and listed in Table 10 (S22).

Possessive endings of kinship nouns have no genitive n in the singular, and a t in the plural. These suffixes are obligatory, whether or not the possessor is expressed by a genitive phrase with noun object.

Buâz:a, mm:is n Ḥd:u n Bn Nasr ag:a. L9.5

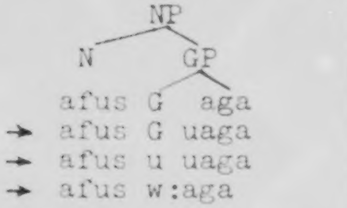
"Buâz:a, he's (his-)son of Ḥaddou n Ben Nasser."

The regular first sg kinship ending is zero (mm:i = "my son," not "son"); but the regular noun possessive ending may be added as a term of endearment: mm:i-nu "my very own son."

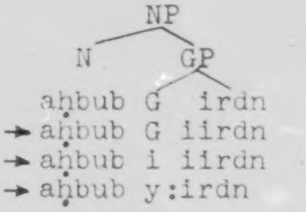
Possessive endings of other nouns incorporate the genitive n. These endings are optional, and occur instead of, but not with, a full genitive phrase.

The genitive phrase with an NP object has the noun in its dependent form (if any; see S28.5).

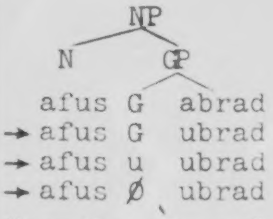
If the noun begins with a vowel and is not a name or kinship term, the genitive n does not occur. Instead, the initial vowel of the dependent noun form is doubled, and becomes a tense semivowel, y: or w:, or for some nouns is reduced to one vowel, leaving no overt genitive marker. These steps in formation of the genitive phrase can be seen in these examples:



"handle of pail"



"grain of wheat"



"handle of pot"

If the noun is a name or kinship term or other proper noun, the genitive n occurs before it:

afus n Iṭ:u "Iṭ:u's hand", axam n ib:a "tent of my father"

If the noun begins with a consonant, it is preceded by the genitive n, which may be affected by the consonant, or vice versa, as follows:

The genitive n assimilates to a following lax l, r, n, or m and the two segments reduce to one tense consonant: l:, r:, n:, m:. (They are usually written separately in the orthography, to preserve the identity of the noun, since the pronunciation is the same.)

s:uq+n+Lḥd: → s:uq l Lḥd: → [s:uq l:ḥd:] "market of the first (Sunday)"

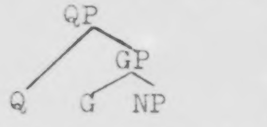
The initial t of feminine nouns assimilates to the genitive n in some northern dialects of Ait Mgild and nearby dialect groups (Zayan, Zm:ur).

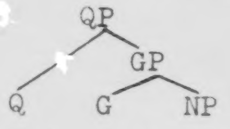
afus+n+tamṭ:ut: → afus n tmṭ:ut: → afus n:mṭ:ut: "hand of the woman"

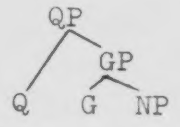
To find the independent form of a feminine noun occurring in a genitive phrase, apply the rules in reverse: reconstruct the initial t and the first vowel, a sg or i pl.

S27.4 Quantified noun phrases

A special kind of genitive construction is the quantified phrase (QP), which has a quantifier as its head, while the noun quantified is the object of the genitive. The rules on form of the genitive phrase (in S27.2) apply equally to this kind of genitive phrase.







iut n tamṭ:ut:	snat n tiutmin	iuk: n lâil
→ iut n tmṭ:ut:	→ snat n tutmin	→ iuk: l lâil
"one/a woman"	"two women"	"one/a boy"

Quantifiers include cardinal numerals and indefinite quantifiers. The numerals 1-3 (of Berber origin) have different forms for masc and fem gender; they agree with the quantified noun in gender. Numerals of Arabic origin (see L6.5 and L8.4 for numerals 1-20) are not marked for gender.

	"one"	"two"	"three"	"four"	"five"	
masc:	iuk: ~ iun	sin ~ si	šraḍ	rbâa	xmsa	etc.
fem:	iut	snat	šraṭ:			

The quantified noun is in the singular if the quantifier is 1 or a number greater than 10, but in the plural if the quantifier is from 2 - 10 inclusive. If the quantified noun phrase is the subject, the verb agrees in number with the quantified noun (which is the logical subject although the quantifier is the formal subject).

tmanyin-n:a, iča z:igs Uuš:n iuk: w:ara, L21.4

"That 80, Jackal ate from it one lamb,

awin ixw:an sin ixfaun, al:ig ur iq:imi xas 77 ixf.

"thieves took two heads, till only 77 head remained."

Indefinite quantifiers have somewhat different meanings and restrictions on their use according to whether the quantified noun is sg or pl, and whether it represents a mass (such as aman "water," udi "butter," etc.) or countable objects or beings.

šwiya ~ šwi	"a little; a few"
ša	"some (quantity or number)"
šaigan ~ šigan	"a lot, many"
bz:af	" " (= M. Ar.)
ixir	"a goodly quantity/number"

S28 THE NOUN AS A LEXICAL ITEM

A noun entry in the lexicon has some or all of the bits of information described below the following samples:

$\overset{1}{\text{aman}}$ $\overset{2}{\text{a}\rightarrow\text{ua}}$ $\overset{3}{\text{(pl)}}$ $\overset{4}{\text{"water"}}$ no $\overset{5}{\text{sg}}$ $\overset{10}{\text{L7.2}}$

$\overset{1}{\text{amksa}}$ $\overset{2}{\text{a}\rightarrow\text{u}}$ $\overset{4}{\text{"herder"}}$ pl $\overset{5}{\underline{\text{imksaun}}}$; f $\overset{6}{\text{*}\underline{\text{tamksaut}}}$; Vb $\overset{7}{\underline{\text{ks}}}$ $\overset{10}{\text{L12.4}}$

$\overset{1}{\text{ansa}}$ $\overset{2}{\text{a}\rightarrow\text{u}}$ $\overset{4}{\text{"place"}}$ pl $\overset{5}{\underline{\text{ansiwn}}}$; $\overset{6}{\text{no}}$ f; Vb $\overset{7}{\underline{\text{ns}}}$ $\overset{10}{\text{L30.2}}$

$\overset{1}{\text{lâafit}}$ $\overset{3}{\text{(f)}}$ $\overset{4}{\text{"fire"}}$ pl $\overset{5}{\underline{\text{lâafiat}}}$; also $\overset{8}{\underline{\text{afa}}}$ $\overset{10}{\text{L13.6}}$

$\overset{1}{\text{lâil}}$ $\overset{4}{\text{"boy;}}$ $\overset{4'}{\text{son"}}$ pl $\overset{5}{\underline{\text{luašun}}}$; cf $\overset{9}{\underline{\text{tarbat:}}}$ "girl" $\overset{10}{\text{L3.2}}$

1) Independent form of the noun.
2) Change of first vowel in dependent form (see S24).
3) Number (sg or pl) and gender (m or f) if not clear from the noun's form (by rules given below) or its meaning.
4) Gloss: the nearest English equivalent(s).
5) Corresponding words of opposite number.
6) Corresponding words of opposite gender.
7) Related verb.
8) Synonyms.
9) Words with closely related meaning, different form.
10) Reference to a lesson section where noun is used.

The following sections define number and gender, and give general rules for different classes of nouns: kinship nouns, compound nouns, names, nouns of origin, regular nouns (the largest class), nouns beginning with l (usually borrowed from Arabic), and miscellaneous nouns. Exceptions to the general rules are noted in the lexicon.

28.1 Number and gender of the noun

Every noun has number (sg or pl) and gender (m or f). Other forms having the same referent as the noun agree with it in number and gender. It is usually possible to identify the number and gender of a noun from its form or its meaning, or both.

The gender of a noun usually corresponds to the sex of an animate being referred to: feminine nouns for female beings (ul:i "ewes" is f pl), and masculine nouns for male beings or mixed groups (aḥuli "ram" m sg; mid:n "people" m pl).

The gender of inanimate nouns is not always arbitrary. Generic terms for fruits and vegetables are usually m sg, with corresponding feminine forms referring to individual specimens: l:imun "oranges (in general)" but tal:imunit "an orange." Nouns for other concrete objects may have a feminine form with diminutive meaning: afus "hand" -- tafust "little hand." Abstract nouns are likely to be feminine: taḥr:at "the plowing/planting."

The number of a noun usually corresponds to the nature of the referent. The number of a count noun (referring to countable objects) is usually sg for one, pl for more than one, referent. Mass nouns, as for grains or liquids, are usually plural. Abstract nouns are usually singular.

S28.2 Kinship nouns, with obligatory suffixes

A small set of nouns referring to genetic relationships do not occur unallocated; they always take one of the possessive endings shown in Table 10. Since the 1 sg ending is zero, the unsuffixed form means "my (mother, father, ...)." This is compared to the regular possessive suffixes in S27.2.

Number and gender of kinship nouns can be determined by the meaning but not always by the form.

ib:a	father ~b:a (no pl)	âm:i	father's brother	uncle
im:a	mother ~mal (no pl)	xali	mother's brother	
gma	brother; pl aitma	ât:i	father's sister	aunt
ultma	sister; pl istma	xalti	mother's sister	
mm:i	son (pl arau, -kin)	(plurals add id-)		
il:i	daughter; pl is:i			

S28.3 Compound nouns

Three sets of stems form three different kinds of compound nouns: lineage, propriety, and privation. Each stem set consists of four forms for the two numbers and two genders; the stem determines the no and ge of the resulting compound noun.

Compound nouns of lineage (closely related to kinship nouns) have the stems followed by the name of a tribal ancestor; or, by extension, to a noun designating a supposed origin of the person the stem refers to.

m sg	m pl	f sg	f pl
u ______	ait _____	ult _____	ist _____
u Mgild	Ait Mgild	ult Mgild	Ist Mgild
"Mgild man"	"People of Mgild"	"Mgild woman/women"	

Patronyms are formed with u : Muḥmd u Mulud "Mohamed son of Mulud." For a female, however, ult is not used; her father's name follows hers directly, no matter what her marital status is: Faḍma Mulud "Fadma (daughter of) Mulud."

Compound nouns of propriety are formed with a stem bu (m) or m: (f) plus a noun designating some attribute, property, or activity of the referent. Plurals are formed by a preceding id. The resulting compound noun has the number and gender of the stem, not the dependent noun.

bu-ṭ:aksi (m sg) "taxi owner/driver"; pl id bu-ṭ:aksi
m:ʷxam (f sg) "mistress of the tent"

Similar to bu, m: in meaning are the nouns bab (m), lal (f), which combine with a genitive phrase to form proprietary nouns:

bab n tad:art "owner of the house." (→ bab-n:s)
lal n tad:art "mistress of the house." (→ lal-n:s)

Compound nouns of privation are opposites of the proprietary nouns in meaning. The stems are uar (m), tar (f): uar saḥt "man without health."

S28.4 Names

Personal names are singular proper nouns. The gender is not completely predictable from the form (see examples in L3.7 and L5.2). Although most feminine names end in vowels and most masculine names in consonants, there is considerably overlap. Therefore the gender of names must be learned, and so it is marked in the lexicon.

Personal names, like kinship nouns and unlike regular nouns, take the regular n form of the genitive regardless of their form (see S27.2).

S28.5 Nouns with regular number-gender affixes

The largest class of nouns has number and gender marked by regular no/ge affixes as in these examples:

m sg	m pl	f sg	f pl	
a-	i- -n	ta- -t	ti- -in	
abr:ad	ibr:adn	tabr:at:	tibr:adin	"pot/jug"
anslm	inslmn	tanslmt	tinslmin	"Muslim"
aful:us	iful:usn	taful:ust	tiful:usin	"chicken"
argaz	irgazn	tamṭ:ut:	taičin	"adult human"
asmun	ismun:	tasmunt	tismunin	"companion"

Not all noun stems occur with all four affix sets; eg. no feminine form of argaz exists. Formation of the plural may involve internal vowel changes or metathesis, as well as the affixes, making the plural difficult to predict; so it is given with the singular, if known.

Many nouns of this class are related in form and meaning to verbs: cf. ks "herd" and amksa "herder" (the m is common in nouns specifying the doer of an action).

Borrowed words tend to be altered to conform to this pattern: eg. aful:us, from Latin pullus (cf. "fowl").

Irregular nouns of this class conform only partially to its patterns; eg. tixsi "ewe" (f sg) has a first vowel i instead of a, while taičin "women" (f pl) has the opposite: a instead of i. The form of aman "water" appears to be sg, but it is actually a plural noun: b:in uaman "The waters are cut" has a plural verb subject affix. Only the irregular nouns of this class need be marked in the lexicon for number and gender, since these features are predictable for the regular nouns.

Many nouns of this class have a dependent form of the singular, in the circumstances described in S24. In the dependent form, the first vowel of the noun is changed, augmented, or deleted, as follows (the examples are IO phrases):

m sg:	a → u	abr:ad /	i ubr:ad	"to the pot"
	a → ua	at:ag /	i uat:ag	"to the tea"
f sg:	a → ∅	tandimt/	i tndimt	"to the town"
	no change	tad:art/	i tad:art	"to the house"

S28.6 Personal nouns of place

Nouns identifying persons by their place of origin or residence are formed by adding an -i to the stem of a place noun, and then adding the appropriate no/ge affix of the regular noun set. These examples show the nouns for "Morocco," "America," "city," and "outside," and the corresponding personal nouns: "Moroccan, American, city dweller, foreigner."

Place noun	Personal noun m sg	m pl	f sg	f pl
Lmγrib	Amuγrabi	Imuγrabin	Tamuγrabiit	Timuγrabiin
Marikan	Amarikani	Imarikanin	Tamarikaniit	Timarikaniin
tamdint	amdini	imdinin	tamdiniit	timdiniin
bṛ:a	abṛ:ani	ibṛ:anin	tabṛ:aniit	tibṛ:aniin

S28.7 Nouns of Arabic origin (initial l or its reflex)

Nouns that have been borrowed from Arabic (and not yet regularized to conform to the pattern described in S28.5) begin with l or with a tense consonant t:, ṭ: , d:, d:, r:, n:, s:, ṣ:, z:, ẓ:, š:, or ž: (the l has been assimilated to the noun's initial consonant). Such nouns may be of either number and either gender; if the no/ge cannot be determined by the meaning, they must be learned, and so are marked in the lexicon when known. There are no dependent forms for these nouns.

Nouns of this class are likely to be pronounced a little differently than native nouns; since many speakers of Tamaziγt also speak some Arabic, they may use Arabic sounds in the loan words. Lax b d g t k may be pronounced as stops rather than as fricatives (as in lkas "glass").

Nouns borrowed from other sources may have an initial l, eg. the French-derived lagar "station." The initial l, whether of Arabic or Romance language derivation, does not function as a definite article in Tamaziγt, but is inseparable (with rare exceptions).

S28.8 Miscellaneous nouns: forms and features

Nouns not described in the preceding sections are of various forms. Those with initial vowels are generally masculine (eg. udi "butter" (m sg), udm "face" (m sg)); exceptions are marked in the lexicon, unless the no/ge are apparent from the meaning, as in ul:i "ewes" (f pl).

S29 ORIENTATION PARTICLES (OP)

Particles with the basic forms -ad (proximate) and -in: (remote) occur in many words to express the orientation of the speaker or the subject toward the locus of the action or of the object or person designated by the word. The notion of orientation here includes physical distance from speaker, direction of a motion, or psychic orientation. It is a subtle concept and difficult to master, but so deeply embedded in the language that the learner must become aware of it almost from the start. Attention is drawn to its usage in many lessons; see especially L13.5 and L14.2 for verbs, and L3.7, 5.2, and 12.4 for nouns.

The forms of the OP in different words are given below, with references to other sections of this summary in which the words are described.

Table 11. Orientation particles in 7 word types

Word type; section where described	Form of OP and example of use in word		
	Proximate	Prox. to hearer, remote to speaker	Remote
Locative demonstrative (S6.1)	-a(d) da(d)	-s: dis:	-n: din:
Pseudo-preposition (S6.3)	-d iurd		-in: unin:, urin:
Verb (as movable affix) (S19)	(i)d id:a-d		(i)n: id:a-n:
Relative clause (subst. for g)	-a aya		-in: ayin:
Pointing demonstrative ha (S14)			-n: ha-ž-n:
Noun (as enclitic) (S24.1)	-a(d) argaz-a		-in: argaz-in:
Demonstrative pronoun (S23.2)	(a)d ua, uad		(a)n uan

S30 LINKING INDEPENDENT NOMINALS: THE PREPOSITION (i)d

The comitative preposition d "with," which conforms in all respects to the regular prepositions described in S6.2, also serves as a coordinate conjunction equivalent to "and," for independent nominals only. That is, d links noun phrases or impersonal pronouns, but not verb phrases or sentences; see S16 for sentence conjunction.

Compare the following sentences to see the subtle shift in meaning and function (but not in form) between d as a comitative preposition heading an adnominal phrase, and as a simple preposition linking a series of nouns:

ižmâ Zaid d Buâz:a.	"Zaid got together with Buâz:a." (vb sj is sg)	L25.3

Zaid d Buâz:a, žmâṉ. "Zaid and Buâz:a, they got together." (vb sj is pl)

isγa Zaid aksum d lxuḍrt (d uγrum d uat:ag ...) L25.3

"Zaid bought meat and vegetables (and bread and tea...)"

Any subsequent reference to such a series is in the plural.

Like the other regular prepositions, (i)d takes a pronominal affix rather than an independent personal pronoun as its object.

imun idi (idm, ik:, is:, etc. - See Table 10)

"He went with me" (you (f sg), you (m sg), him/her,...)

A somewhat similar form, ag:^{w}d (or awd) is used before an independent personal pronoun added for emphasis:

ni:a nzrb, ag:^{w}d nk:^{w}ni. L16.1

"We are in a hurry, we too."

S31 RELATIVE CLAUSES

A relative clause represents a proposition embedded in another proposition. Several kinds of relative clauses can be identified, with different forms and functions.

S31.1 The noun-modifying relative clause in n:a

One of the types of noun modifiers identified in S24.4 is the relative clause. A proposition which could occur as an independent verbal statement can be relativized to modify a noun with the same referent as some noun of the sentence to be embedded. For example, in this sentence the noun argaz "man" can be modified by a relative clause that says something else about the same man:

ira + argaz S + ad + ig +lfrḥ. "He-wanted man S that he-make celebration."

isγ + argaz + tad:art "He-bought man house."

The sentence to be embedded is relativized by these steps:

1) Delete the identical noun (argaz)
2) Replace it with the relative pronoun n:a (which also serves as a demonstrative; cf. S24.1)
3) If the deleted noun is the subject, replace the verb subject affix by the participial affix i- -n.

The resulting n:a-clause is shown below (underlined), embedded in the matrix sentence, as part of the subject noun phrase:

ira urgaz n:a isγn tad:art ad ig lfrḥ. (Cf. L26.4)

Noun phrase (subject)

"The man who bought the house wanted to celebrate."

Nouns other than the subject can be so modified; and the function of the identical nouns need not be the same in the embedded sentence and the matrix sentence.

an:aix tad:art S .	"I have seen the house."
iq:im Zaid g tad:art.	"Zaid sat in the house."
an:aix tad:art n:a g iq:im Zaid.	"I have seen the house in which Zaid sat."

Note that when the object of the preposition is deleted and replaced by n:a, the preposition follows n:a.

The impersonal pronoun stem (u masc, t fem) may substitute for the noun modified by a n:a clause:

un:a iran asafar aḥqaqi ... L22 CN

"He who wants a genuine medicine, ..."

The relative pronoun ay plus a relative phrase in n:a function as a noun phrase with the meaning "whatever":

ayn:a ur gin uin:x "whatever (things) are not ours" L18.6

S31.2 Relativized questions as equivalents to the NP

A sentence that occurs independently as a question (see S12) can be embedded as a relative clause which functions as a complement with certain verbs. Compare this question with the corresponding relative clauses:

is d-id:a Muḥa?	"Has Muḥa come?"
ur s:inx is d-id:a Muḥa.	"I don't know if/whether Muḥa has come."
s:nx is d-id:a Muḥa.	"I know that Muḥa has come."

A focused question may similarly occur as a relative clause complement:

may d-id:an?	"Who has come?"
ur s:inx may d-id:an.	"I don't know who has come."
s:nx may d-id:an.	"I know who has come."

The focused relative clause may in addition function as a subject, object, etc.; that is, it is equivalent to a noun phrase.

il:a γurun maγra t:inim. "It-exists to-you what you will be saying." -- i.e.,
"You-all have something to say (about that)."

id: Mimuna d Ḥmidu, ur γiin i may t:t:an L15.4
IO phrase

"As for Mimuna and Ḥmidu, they were not able to eat."

S32. SUMMARY OF PHONOLOGICAL RULES

After assembling meaningful elements (morphemes) into grammatical structures (words, phrases, sentences), a speaker must apply the phonological rules to produce a well-formed utterance. Such rules specify how the basic form of a morpheme is affected by adjacent morphemes and by its position in the utterance. Phonological rules also specify how certain grammatical meanings such as focus, topicalization, and interrogative mode, affect the stress and intonation of the utterance.

Many phonological rules have been given in the preceding sections, in connection with specific grammatical structures. This section summarizes them.

S32.1 Assimilation

As the vocal organs execute their rapid changes to produce the segments of the morphemes, they tend to anticipate a following segment and to carry over features of a preceding segment. Thus any segment may become more like an adjacent segment, especially if the two are already somewhat alike. When, as frequently happens, the assimilation results in two identical segments, these reduce to one tense segment. The result of assimilation and reduction in a number of consonant sequences is shown in Table 12. The orthography does not always reflect these changes, which tend to obscure the identity of certain morphemes. The principal types of assimilation in Ait Mgild dialect are summarized below.

Pharyngealization. Next to a pharyngealized consonant, a dental-alveolar consonant becomes pharyngealized, and a vowel is lowered or backed as shown in Table 3.

Voicing. A non-nasal consonant assimilates in voicing to a following consonant, between vowels or between a vowel and a word boundary.

ad+t+d:u+d → at td:ud → at:d:ud "that you go" L23.1

mani+g d+t+auḍ+d → manig ttauḍḍ → manig t:auḍ: L1.3

where-in hither-you-arrive = "Where are you going?"

The final segment of a word tends to fade into voicelessness unless it is a vowel.

Nasality. Next to a nasal consonant, a similar consonant may become nasalised. In the labial area, f assimilates to a following m; in the dental-alveolar area, t/d assimilate to a preceding n :

xf+mi → xm mi → xm:i "on which.." L32.1

âšra n+tixsi → 10 n nixsi → 10 n:ixsi "10 ewes" L22.1

A segment may lose its nasality next to a lax liquid (l or r). Word-final n assimilates completely to a lax liquid:

m+ay+ i+k:r+n → mag gk:rr → mag:k:r: "who got up?" L12.3

i+rḥal+n → irḥall → irḥal: "transhumants" L10.7

Before a liquid, the genitive n assimilates but the verb subject prefix n does not:

âin n+luḥ → âin l luḥ → âin l:uḥ "spring of planks" L1.2

n+ra → nra "we want(ed)"

Location of primary constriction. A segment may change its point of constriction in anticipation of a following segment. Genitive n assimilates to a following m :

ša n+md:n → ša m md:n → ša m:d:n "some people" L7.5

The causative prefix s(:) is palatalized before a stem containing an alveopalatal consonant:

s+kšm → škšm "cause to enter"

s+č → šč "cause to eat"

When the tense-aspect prefix ad precedes a DO affix beginning with š or k, the two consonants combine as k: .

ak:-inafâ s s:aḥt, iâun-š. (ad+š-) (Zaid)

"May He make you useful with health, and help you."

ak:^{w}n-inafâ (= inafâ-k^{w}n) (ad+k^{w}n-) L15.2

"May He make you useful."

The š in these forms acts like k because, like many occurrences of š in Ait Mgild, it was k at an earlier stage in the language (and still is in nearby dialects of Zm:ur and Zayan).

Degree of constriction. Two adjacent segments with primary constriction in the same area are likely to combine into one tense consonant with more constriction. The high vowels, i and u, assimilate to the corresponding glides y and w, resulting in tense consonants g:, g:^{w}. The back vowel adds its rounding to the resulting tense consonant.

may+ isal Zaid → mag: sal Zaid "Whom did Zaid ask?"L10.3

u + Waḥi → ^{u}g:^{w}aḥi "male descendant of Waḥi tribe"

Similarly, a palato-velar consonant combines with a high vowel to form a tense segment:

g+imd:uk:al → g:md:uk:al "in/among friends" L10.3

g+uansa → g:^{w}ansa L4.4

Table 12. Assimilation and reduction over morpheme boundaries (Ait Mgild dialect)

Segment sequence	Assimilation					Reduction	Restrictions
	Pharyngeal-ization	Voicing	Nasality	Loc. of constrict.	Degree of constrict.		
m-m						m:	
n-m				m-m		m:	
f-m		v-m	m-m			m:	
n-n						n:	
n-d/n-ḍ	/ṇ-ḍ		n-n/ṇ-ṇ			n:/ṇ:	
n-t		n-d	n-n			n:	
n-r/n-ṛ	/ṇ-ṛ		r-r/ṛ-ṛ			r:/ṛ:	genitive n
r-n/ṛ-n	/ṛ-ṇ		r-r/ṛ-ṛ			r:/ṛ:	word-final
n-l			l-l			l:	genitive n
l-n			l-l			l:	word-final
r-l				l-l		l:	
d-d/ḍ-ḍ[1]	/ḍ-ḍ					d:/ḍ:	
s-d/ṣ-ḍ	/ṣ-ḍ	z-d/ẓ-ḍ		(d-d		d:)[2]	in is+d
t-d/t-ḍ	/ṭ-ḍ	d-d/ḍ-ḍ				d:/ḍ:	
t-t						t:	
t-t:/t-ṭ:						t:/ṭ:	
t:-t/ṭ:-t	/ṭ:-ṭ					t:/ṭ:	
d-t/ḍ-t	/ḍ-ṭ	t-t/ṭ-ṭ				t:/ṭ:	
/ḍ-t:	/ḍ-ṭ:	/ṭ-ṭ:				/ṭ:	

t-z/t-ẓ	/ṭ-ẓ	d-z/ḍ-ẓ					
z-t/ẓ-t	/ẓ-ṭ	s-t/ṣ-ṭ					
t-ž		d-ž				ǯ	
d-š/d-k^w	/d^w-k^w	t-š/t^w-k^w		k-š/k^w-k^w		k:/k:^{w}	Berber *k̲ → A.M.š̲
d-š		t-š				č	Berber *š → A.M.š̲
$s\text{-}s/\underset{(\cdot)}{s}\text{-}\underset{(\cdot)}{s}$	/ṣ-ṣ					s:/ṣ:	
s-š				š-š		š:	
$s\text{-}z/\underset{(\cdot)}{s}\text{-}\underset{(\cdot)}{z}$	/ṣ-ẓ	z-z/ẓ-ẓ				z:/ẓ:	
s-ž		z-ž		ž-ž		ž:	
y-i					g-g	g:	ay+i+Vs sj
g-i					g-g	g:	
g:-i					g:-g	g:	
u-w					g^w-g^w	g:^{w}	
g-u					g^w-g^w	g:^{w}	
γ-γ						q:	
x-γ/γ-x						q:	
q-γ/q-x					qq	q:	

---

[1] The parenthesized dots under both segments of a sequence indicate that either the first or the second is pharyngealized.

[2] The parenthesized part of this rule applies only to the particle *is* + affirmative *d*.

The uvular fricatives x/γ combine into a tense stop q: (regardless of voicing, since q: has no voiced partner).

d:i+x + γr+ .. → d:iγ γr.. → diq:r "I went to .." L3.3

ad + f:γ+x → ad f:xx → ad f:q: "that I go out" L9.2

S32.2 Reduction of two segments to one

Consonants: As noted above, two identical non-tense consonants (which may have become identical by assimilation) reduce to one tense consonant. See examples above.

Vowels: Within a word, two low vowels may reduce to one (a+a → a); or they may be separated by the y-glide that separates some morphemes and words.

$$t{+}n{:}a{+}as \rightarrow \left\{\begin{array}{ll} tn{:}as & \text{(reduction)} \\ tn{:}a^{y}as & \text{(glide insertion)} \end{array}\right\} \text{"she said to him"} \qquad \text{L4.5}$$

S32.3 Syllable formation

A string of morphemes falls into syllables with the change of high vowels to glides in some environments, and the insertion of the y-glide or the short vowel in others. These modifications are not always shown in the orthography.

Change of high vowel to glide. Before another vowel or a word boundary, a high vowel is augmented or replaced by a corresponding glide; i.e., i → ^{y}i or i^{y} (→ y), and u → ^{w}u or u^{w} (→ w). The replacement occurs before word boundary, and may occur in an unstressed syllable within the word.

i+an:ai	→	i^{y}an:ay or yan:ay	"he saw"
an:ai+x	→	an:a^{y}ix	"I saw"

Insertion of y-glide. Between morphemes that are not as closely bound as verb and subject or noun and number-gender affixes, and between words, two vowels are separated by a y-glide (written above the line):

ha + abrid → ha^{y} abrid. "Here's (a/the) road!" L1.2

Insertion of the short vowel ə. This vowel, described in p. 8, represents a vocalic transition between non-vowels where needed to produce a syllable. Complete rules cannot be given here but the following statements give a general idea of syllable structure and the role of the short vowels.

A syllable may consist of a vocalic nucleus (a vowel phoneme with a high glide y or w), with or without consonantal onset or close, which may be one consonant or a cluster. A consonant cluster consists of a liquid, nasal, or fricative next to the vocalic nucleus, plus a fricative or obstruent. Examples show syllable boundaries with a dot.

abrid → a.brid "road, path, way" L1.2
t+amazir+t → ta.ma.zirt "country, land" L2.2
t+amaziγ+t → ta.ma.ziγt "Berber woman/language" L3.4
iγṣ "bone"; ixf "head"; šfi+x → šfix "I gave"

A syllable may have a liquid, nasal, or fricative as its nucleus:

kšm "Enter!" ; t+mẓ:i → tm.ẓ:ii "she's small"

ns "Stay the night" ; Midlt → Mi.dlt

Given these syllable types and consonant clusters, start at the end of a word and work back, inserting the ə wherever no vowel phoneme occurs in these environments:

Between two lax obstruents or non-clustering consonants that precede word boundary or another syllable:

may+ t+ms+d → may tə.məsd "Who are you?" L1.3

Between two consonants not preceded by a syllable nucleus:

f:γ+n+d → f:əγ.nd "They came out."

mm:i → mə.m:i "my son" ; t+d:u → təd:u "she went"

Between a tense consonant and the following syllable:

may+ i+ms → mag:ms → ma.g:ə.məs "Who is he?"

(Compare this with the 2d ps sg above; the stem is ms.)

Other environments exhibit the same tendencies to separate most tense and obstruent consonants and break up sequences of more than two consonants, with a ə where there is no phonemic vowel. The exact quality of ə is determined by the adjacent segments, and its length by position in the word (see below).

S32.4 Stress and intonation

Word stress: the final word of a sentence is stressed on the penultimate syllable; preceding words, on the last syllable. The stressed syllable is slightly longer, louder, and may have higher pitch, than the unstressed, but with no change in meaning. Although the vowel of an unstressed syllable is shorter, its quality is unaffected. Beware of the English-speaker's tendency to centralize unstressed vowels: the first i of ib:í "he cut" is shorter than the second but both are high front vowels.

Focal stress (marked ´) is an extra, meaningful stress placed on the focused element in a focused sentence (S7), usually on its last syllable. It is realized as extra-high pitch and loudness, and may even be accompanied by a forward thrust of the head for emphasis.

amsmar-inú aya . "It's my nail!" L26.4

máy tmsd ? "Who are you?" L1.3

Topic stress (marked by a comma after the topic) is placed on the pre-announced topic, usually on its last syllable. It is realized as a high and rising pitch, and increased loudness, both being greater than word stress but less than focal stress; plus a potential pause before the post-topic sentence (which may include a focused element immediately following the topic).

nk:, u Ây:áš ay gix. "Me, I'm an Ay:aš man." L1.3

Intonation uses pitch variations to convey certain grammatical information: whether a sentence is a question or not, and if so, which kind of question; where the end of a sentence is; whether it is linked to the next one, etc. (It also serves to express nuances of the speaker's attitude, which cannot be described here).

A "yes-no" question ends in rising pitch:

is imun Zaid d Buâz:a? "Did Zaid go with Buâz:a?" L6.4

anmun? "Shall we go together?" L5.7

A focused question (beginning with m-), with focal stress on the question word, starts on a high pitch which drops rather rapidly. Reiterated, the focused question rises in pitch.

mát:a uya? "What's this?"

mát:a uya? "What's this? (again)" L1.2

A declarative sentence usually has the pitch fall gradually after the focus, topic, or verb, with a sharp drop on the last syllable. If it is linked to a following sentence, pitch rises on the last syllable (see L3.5).

Syllable length is determined by several factors besides the number of segments in the syllable. Other things being equal, a closed syllable is longer than an open one; a final syllable longer than non-final; stressed longer than unstressed; a phonemic vowel nucleus longer (by about 5 times) than an inserted ə. Thus the longest syllable is closed, word-final, stressed, and has as its nucleus a full vowel.

S32.5 Phonetic details (sound qualities of the segments etc.)

Some phonetic details are in the Introduction; the rest must be learned by observation and imitation of the tutor.

LEXICON

This lexicon was compiled from the texts, lessons, structural summary, and (selectively) from the cultural notes of the course. It includes stems, affixes, words, and some idioms. Most entries refer to a lesson section or a part of the structural summary in which the entry is used or explained, or both.

The form of lexical entries for verbs is described in S19; for nouns, in S28. Symbols and abbreviations are defined at the end of the lexicon, pages 253-4.

Variant forms of a word or a morpheme, including the opposite number and gender of a noun, and the intensive and perfect stems of verbs, are listed with the entry if known. In addition, variant forms which occur in the course are included as separate entries, to facilitate look-up for the learner.

The entries are arranged alphabetically as in Table 1 (page 4). Non-Roman symbols generally follow the most similar Roman letter, which usually represents a similar sound. Pharyngealized (emphatic) consonants follow the corresponding non-pharyngealized consonant. Tense (geminate) consonants are ordered as two identical letters; thus ad:ai follows ada and precedes adfl. Labialized consonants are ordered as consonant plus w; thus K^{w}brayr follows kulumatr.

Wherever possible, the dependent form of a noun is indicated, by showing the change undergone by the first vowel when the noun occurs in a dependent construction (see S24 and S28.5 for the constructions and the forms).

To facilitate the learner's use of verbs, the type or types of complements required or permitted by a verb are specified, including collocations with special prepositions or subjects, etc., insofar as these features are known.

Differences between corresponding entries in this lexicon and in those listed in the bibliography may be due to differences in dialect or in systems of orthography; or to inaccuracies of transcription, of which this course no doubt has its share.

	Zero subject affix of verb: imperative sg	S3.1
	Zero possessive ending of kinship N: "my"	S28.2
a	"O ___" + name or title (vocative particle)	S13
-a	"this" OP of proximity; also ad; cf d	S29
a-	"that, which", combining form of rel pron ay	S7
a-	ipf tense prefix of VP, combining form of ad	S3.2
aâdil	a→u "bag"	L17CN
aâdis	a→u "belly"	Rv7.A
Aâissawi	a→u "member of religious sect, Iâisawiin"	L31CN
aâl:uš	a→u "lamb" pl išrwan; cf ara	L21.5
aâsri	a→u "left-hand; northern" adj; also azlmaḍ	L25CN
aâṭ:ar	a→u "peddler" pl iâṭ:arn	L31CN
aâw:adi	a→u "double reed pipe"; also taâw:adit	L31CN
*abaγus	a→u "monkey"	L17CN
abax:u	a→u "bug, insect" pl ibux:a	L22CN
abrbaš	a→u "multicolored, spotted" adj	L18CN
abrdâi	"saddle-maker" pl ibrdâiin	L31CN
abrid	a→u "path, road; way" pl ibrdan	L1.1
abr:ad	a→u "teapot" pl ibr:adn; cf tabr:at:	L13.1
abr:aḥ	a→u "town crier, announcer" Vb br:ḥ	L10CN
abṛ:ani	a→u "outsider, foreigner" Nplace bṛ:a	L10
abṛ:iḍ	a→u "billy-goat" pl ibṛ:iḍn; f taγ:aṭ:	L21.5
aburks	a→u "Moroccan shoe" pl iburksn	L17.4
abx:ari	"charcoal-maker" Nprod lfaxr	L31CN
abx:an	a→u "dark, black" adj Vb bx:in	L13.1
ad	ipf tense prefix of VP, ~ a in combinations	S3.2
ada	< ay da (relative pron + itsv TA prefix)	S7
ad:	< ad d (imperfect TA prefix + OP of proximity)	L31.2
ad:ai	"when" + VP in imperfect tense; cf l:ig	S17
adfl	a→u "snow, snowfall" pl itfliwn; ~ atfl	L7.6
adfut	"be/become sweet-tasting"	Rv4,A
adgda	a→u "noise; trouble" pl idgdatn	L18CN
adizri-uask:a	a→ua "day-after-tomorrow"; cf Vb zri	L6.6
aḍar	a→u "foot + lower leg" pl iḍarn	L3.2
aḍbib	a→u "doctor"	L31.2
aḍg:ʷal	a→u "male affinal relative" pl idulan	L32.2
aḍhr	"appear" see dḥr	
aḍil	a→ua "grape(s)" generic sg; indiv. aḥbub __	L23.2
aḍu	a→ua "wind"	Tbl 3
af	"be better than" ±DO, ±IO; uf, t:af	S26.1
af	"find" +DO, ±OP; ufi, ufa, t:afa	L5.7
afa	a→ua "fire" also lâafit	L2.3
afasi	a→u "right-hand; southern" adj; opp. azlmaḍ	L25CN
af:a	a→ua "stack of grain-sheaves" pl if:an	L2.3
afliǰ	a→u "tent-strip" pl ifliǰn (goat-hair & wool)	L16CN
afl:a	a→ua "place above, topside; on top (+GP)"	S6.4
afl:aḥ	a→u "farmer" pl ifl:aḥn; Nact tafl:aḥt	L18.3
afrmlí	a→u "nurse" pl ifrmliín; f tafrmliit	L31.2
afrux	a→u "chick; child" pl ifrax; also luašun	
Afṛanṣawi	a→u "Frenchman" pl Ifṛanṣawin; Npl Fransa	L10
afṛ:an	a→u "oven; bakery (bakes for public); pl ifṛ:an	L11.6

afš:ku	a→u	"cooking utensil (in genl)" pl ifš:ka	L27.3
aft:al	a→u	"couscous" pl iftlan (steamed wheat)	L27.5
aft:ix	a→u	"canteloupe" generic sg; also lbt:ix	L23.2
afus	a→u	"hand, to elbow; handle" pl ifas:n	L3.2
aga	a→ua	"bucket, us. rubber" pl agatn	L4.2
ag:a		"that he/it is" < ay i-ga	S7.3
ag:an		"who/which did/is" < ay i-ga-n; cf mag:an	
ag:ʷd		"also, even, likewise" see S6.5	L1.3
agl		"hang (+DO); be hanging (-DO)"; ugl, ugil, t:agl	L15.5
agl:id	a→u	"king" Nplace tagl:it:	L20CN
agm		"draw (water)" ±DO; ugm, ugim, t:agm	L27.5
agmar	a→ua	"work-horse" f tagmart	L12.6
agnzim		"axe"	L23CN
agr		"be more than" +DO, ±PP is-; ugr, ; cf ugar	S26.1
agr:ab		"water -seller" pl igr:abn	L31CN
agužil	a→u	"orphan" pl igužiln (lost 1 or 2 parents)	L18.6
agz:ar	a→u	"butcher" pl igz:arn	L24.2
aγ		"ail (+DO); bark (-DO)"; uγ, t:aγ; caus sγ "buy"	
aγ-		"take!" +IO pron ±DO (handing demonstr.) ~haγ	S14
aγa		relative future prefix to VP, < ay + γa ~ γra	S7.3
aγanim	a→u	"reed plant; musical instrument"	L31CN
aγbalu	a→u	"spring: pool; headwaters" pl iγbula	L24CN
aγ:u	a→u	"milk"	L19.4
*aγiul	a→u	"donkey; fool" pl iγial, pl taγiult	L12.5
aγlias	a→u	"tiger" pl iγliasn	L18CN
aγnbu	a→u	"beak, bill of bird" pl iγnba	L24.5
aγra		relative future prefix to VP, < ay + γra ~ γa	L24.5
aγrum	a→u	"bread" generic sg; loaf tuγrift	L15.5
aγul		"return, recur, repeat, change, become"; t:aγul	L21.4
ahbub	a→u	"lump, grain, pimple, unit" pl ihbubn	L24.5
aḥd:ad		"blacksmith"	L31CN
aḫidus	a→u	"traditional folk dance/song; occasions for performing it" pl ihidas	L7CN
aḫiuḍ	a→u	"crazy man" pl iḫiadn; f tahiut:	L31.4
aḫlab	a→u	"corn couscous" cf aft:al	L15CN
aḫl:uf	a→u	"pig" also abulxir	L14.6
aḫm:ar	a→u	"ridgebeam of tent"	L16CN
aḫnu		"I give up!" (response to riddle)	L28CN
aḫqaqi	a→u	"genuine, pure" pl ihqaqiin; cf lhq:	L22CN
aḫq:r		"making odious comparisons" (Nact of ḫq:r)	L17CN
ahrir		"soup" also tahrirt	L24.5
aḫr:at	a→u	"plowman" pl iḥr:atn; Nact tahr:at:	L19.2
aḫuli	a→u	"ram; mutton" pl ihuliin; f tixsi	L3.2
*aidi	a→u	"dog" pl idan; also igdi; cf uskain	
Ait		"tribe of, people of" + N; sg u, f ult	L2.2
aiur	a→ua	"moon; month" pl iurn	Rv3,I
aǰ		"let, leave" +DO; uǰi, uǰa, t:aǰa	L15.5
aǰar	a→ua	"neighbor" pl aǰarn; f taǰart	L32.2
aka		"like this, thusly"	S6.5
ak:		< ad š (ipf tense prefix + object pronoun)	L31.2
ak:a		itsv stem of Vb šf "give"	
aks:ab	a→u	"livestock grower" pl iks:abn; Nact lksibt	L10.7

aksum a→u "meat"	L24.2
akš:iḍ a→u "wood"	L23CN
akʷ ~ aukʷ "all" in akʷ mag:l:an!	S6.5
akʷz "recognize; call someone" +DO; ukʷz, t:akʷz	L11.4
alf a→ua "a thousand" dual alfain; no pl	L23.5
alγm a→u "camel" pl ilγman; f talγmt	
alḥami a→u "tinker" pl id alḥami Vb lḥ:m "solder"	L31CN
ali "go up, ascend" +DO; uli, t:ali	L20.4
al: "when, (not) until, as far as, up to" +NP or VP	L20.1
al:as "late afternoon snack"	L15CN
al:ig "until; and then" (time past) cf l:ig	L21.4
al:n a→ua "eyes" sg tit:	L17CN
al:un a→ua "drum" pl al:un: (skin, wood) cf t:âariža	L2CN
alms:i a→ua "hearth; kitchen; household" pl alms:iwn	L27.4
altu "still, again yet, already, also"	S6.5
alus a→u "in-law" pl ilusan; f talust; cf. adg:ʷal	L11.4
am "to/for/from you (f sg)" IO pronoun affix	S5.1
amalu a→u "shade"	L23.2
aman a→ua pl "water" no sg	L7.2
amarg a→u "yearning, passion, love"	L31.4
Amarikani (u) "American" pl Imarikanin; Nplace Marikan	L9.1
amaṣ:u "mason"	L31CN
Amaẓiγ a→u "Berber" pl Imaziγn; f Tamaziγt	L1.5
amd:akʷl a→u "friend, companion" pl imd:uk:al, f tamd:akʷlt; Vb d:uk:l	L7.6
amd:iaz a→u "bard" pl imd:iazn; Nproduct tamd:iazt	L12CN
amdini a→u "townsman" pl imdinin; Nplace tamdint	L10
amgʷr a→u "harvester" pl cf ašw:al	L31CN
amγar a→u "old person (resp.); husband's father; leader of performers; head of tribe"	
Amγrabi a→u "Moroccan" pl Imγrabin; Nplace Lmγrib	L9.1
amḥq:r a→u "one who makes comparisons"; Vb ḥq:r	L17CN
amin! "amen!" Vb amn "believe"	L32.2
amksa a→u "herder" pl imksaun; f *tamksaut; Vb ks	L12.4
amk:ʷartu a→u "kid" pl imk:ʷurta, f tamk:ʷartut:	L21.5
aml:al a→u "white, light-colored" pl iml:aln; Vb ml:ul	L13.1
am: "like" (similitude) +NP	S5.3
am:as a→ua "the middle; in the middle (of something)"	S6.4
am:i "like, as if" +VP	S6.5
amn "believe" +dig-; umn, umin, t:amn; cf amin!	L18.6
amnai a→u "horseman" pl imnain; Vb ni "mount"	L18CN
amniṣaf a→u "middle (of month)" cf nṣ: "half", mnaṣ:a	L21.3
amq:ran a→u "big; great; adult; old" pl imq:ran; Vb mq:ur; cf amγar	L15CN
amrabḍ a→u "holy man; shrine" pl imrabḍn	
amrdul a→u "grass" pl imrdal	L19.3
amsmar a→u "nail" pl imsmarn	L26.4
amsnai a→u "bride's escort"; Vb sni "cause to ride"	L32CN
amsx:r a→u "servant" pl imsx:rn; f tamsx:rt	L13.6
amšin:a "a short time ago, recently"	S6.5
amtna a→u "snowstorm" pl imtniun	L21.4
amzgwaru a→u "first; previous" pl imzgwura; Vb zwr	L21.5

ṛ s ṣ š t ṭ u w x y z ẓ ž C: = CC, C^w = Cw

amẓ	"take, catch, hold; earn" +DO; umẓ, umiẓ, t:amẓ	L17.6
amẓ:ian a→u	"small" pl imẓ:ian: ; Vb mẓ:ii	L13.1
an	< ad n (ipf tense prefix + sj "we") +Vb	L5.7
anbdu a→u	"summer; harvest" pl inbdutn	L32.2
angbi a→u	"guest" pl ingbaun; f tangbiut	L10.3
ang:aru a→u	"last, final" pl ing:^{w}ura; opp. amzg^{w}aru	
Anglizi a→u	"Englishman" pl Inglizin; Nplace Langliz	L10
anɣmis a→u	"bit of information" pl inɣmisn "news"	L7.6
anmun	< ad n-mun "that we go together" (ipf VP)	L19.4
an:a ~ ayn:a	"whatever"	L25.4
an:ai	"see, watch, witness" ; t:an:ai	L3.4
ansa a→ua	"place; bed" pl ansiwn; Vb ns "pass night"	L30.2
Anslm a→u	"Muslim" pl Inslmn; Vb sl:m, N Lislam	L9.1
anšt	"size"	L17CN
anu a→ua	"well (of water)" pl una	L27.3
anud:m a→u	"sleep, sleepiness"	Rv7,A
anẓar a→u	"rain" pl inuẓar; +Vb wt "beat"	L19.2
anždi a→u	"traveller, passer-by" pl inžda	L19.2
anž:ar a→u	"carpenter"	L31CN
aqd:ar a→u	"potter" pl iqd:arn	L31CN
aqiḍun a→u	"tent (canvas)" pl iqiḍan; cf axam	L12.5
aqm:ar a→u	"gambler" pl iqm:arn; Vb qm:r or q^{w}m:r	L31CN
aqṣri a→u	"bowl, dish" dim. taqṣrit	L25.1
ar	intensive TA prefix in non-initial VP; cf l:a	L5.6
ar	"be empty" ; uri, ura, t:ara	L13.4
ar s ufus	"finish what's being done" "get through with"	
ara a→ua	"lamb" pl aratn; cf aâl:uš	L21.3
arau a→ua	pl "sons, boys, children, youngsters" no sg	L23.1
arb:aâ a→u	"man who raises cattle for 1/4 share"	L19.2
argaz a→u	"man; husband" pl irgzn no f; cf tamt:ut:	L4.3
arḥbi a→u	"courtyard"	L27.3
arḥ:al a→u	"pastoralist, transhumant" pl irḥ:aln, f tarḥ:alt; Vb rḥl ; Nact r:ḥil	L10.7
ari	"write; predestine" ±DO; uri, t:ari; also aru	L31.2
arid	"be washed, clean"; caus s:ird	
ar:ial a→ua	"money unit, ≃ 1 cent" pl ar:ial:; also r:ial, tar:ialt	L23.3
aru	"write" +DO, +IO; t:aru; also ari	L32.2
aru	"give birth; father" ±DO; uru, uriu, t:aru	L21.5
aruk^{w}u a→u	"bride's trousseau"	L32CN
Arumi a→u	"Christian; European" pl Irumin	L9.1
arwa a→u	"threshing (grain)"	L19CN
as	"to/for/from him, her, or it" IO pronoun affix	S5.1
asafar a→u	"medicine, drug"; also d:wa	L22CN
asb:ab a→u	"merchant" pl isb:abn	L12.5
Asbliuni a→u	"Spaniard" pl Isbliunin;(Nplace Seville?)	L10
asg:^{w}as a→u	"year" pl isg:^{w}asn	L19.4
asi	"carry, take" +DO, ±OP; +d "bring"; usi, t:asi	L13.6
asi g:^{w}ḍar	"hurry up, move faster" (< g + aḍar)	L19.4
asksu a→ua	"steamer for couscous"	L27.4
ask:a a→ua	"tomorrow; next day"	L19.2
asm:iḍ a→u	"tha cold; a cold"	L30.2

asmun	a→u "companion" pl ismun:, f tasmunt; Vb mun	L9CN
asn	"to/for/from them (m±f)" IO pronoun affix	S5.1
asnt	"to/for/from them (f)" IO pronoun affix	S5.1
asrdun	a→u "mule" pl isrdan, f tasrdunt	L12.5
as:	"tie, bind" +DO; us:i, us:a, t:as:a	L31.2
as:	a→ua "day; daytime" pl us:an	L6.6
as:a	a→ua "today"	L7.3
as:n:aṭ:	a→ua "yesterday"	L31.4
aṣiaḍ	ȧ→u "hunter"	L17CN
ač	"to/for/from you (m sg)" IO pronoun affix	S5.1
ačal	a→ua "earth, ground, dust" pl ičal:n	L19.4
ačniḍ	a→u "baby donkey"; adult *aγiul	L26CN
ačnt	"to/for/from you (f pl)" IO pron. aff.; m aun	S5.1
ačr	"steal" ±DO; učr, učir, t:ačr; Nact tuk:rḍa	L21.3
ačrqi	a→u "heat, hot weather"	Rv7,A
aš:k	"be/become lost"; uš:ki, uš:ka, t:aš:ka	Rv7,A
ačw:al	a→u "itinerant harvest worker" pl ičw:aln	L31CN
-at	imperative plural verb suffix (m± f)	S3.1
atag	a→ua "tea" no pl; also at:ag, at:ay	L9.6
atfl	a→u "snow, snowfall" pl itfliwn; also adfl	L8.3
ats	"be close; move over"; utsi, utsa, t:atsa	L9.7
at:ag	a→ua "tea" no pl; also atag, at:ay	L9.7
aṭ:as	a→ua "pail, bucket" pl. aṭ:asn	L27.3
aṭ:bṣil	a→u "plate, platter" pl iṭbṣiln ~ ṭ:baṣl	L25.1
aud:i	"oh my dear ___; oh my good fellow"	L26.4
auḍ	"arrive; reach; end up" +PP; iuḍ, iwiḍ, t:auḍ	L19.2
auγ	"graze, eat grass"; iuγ, iwiγ, t:auγ	
auit	"to/for/from you (pl m± f)" IO pron aff; ~ aun	S5.1
auk	"all" in exclamation; also ak^w (q.v.)	S6.5
aul	"marry" -DO; "marry off" +IO; iul, iwil, t:aul	L31.4
aun	"to/for/from you (pl m± f)" IO pron aff; ~ auit	S5.1
aura	"Come here!" sg ipv; } non-verb; cf	L4.3
auriwat	"Come here!" pl ipv (m± f) } locatives iura,	L11.1
aurint	"Come here!" pl ipv (f) } iurd, urin:	
autm	a→u "male; masculine" pl iutm, f tautmt, tautnt	Rv1,E
awal	a→ua "word; speech; language;" iwaliwn; Vb siwl	L17CN
awd	"even; also" ~ $ag{:}^wd$	L5.7
awi	"take" ±OP; +d "bring"; iwi, iwiy, t:awi	L21.4
-ax	hortatory suffix (to ipv verb)	S3.1
ax	"us" DO pronoun affix	S5.1
ax	"to/for/from us" IO pronoun affix	S5.1
axam	a→u "tent (goat-hair & wool); household" pl ixamn; dim taxamt; cf aqidun	L4.4
axatar	a→u "big, great, principal" pl ixatarn	L6.7
axbu	a→u "hole (pierced through something)"	Tb13
axḍ:ari	a→u "greengrocer" pl ixḍ:ariin; cf lxuḍrt	L23.3
axr:az	a→u "shoemaker" pl __	L31CN
axš:ab	a→u "wood-cutter" pl __	L31CN
axw:an	a→u "thief" pl ixw:an:; f taxw:ant	L21.5
axy:ad	a→u "tailor"	L31CN
ay	relative pronoun; ~ a ; cf ag:a, ayn:a, aya	S7.3
aya	(a→u) "this here"	L13.3

ayin:	a→u "that there"; "that is"	S7.3
ayn:a	a→u "that which"; "whatever"	L14.6
ayugu	a→u "bull"; f tafunast; cf azgr	L28CN
ay:h	"yes" also iih	L23.5
azaγar	a→u "plains (where pastoralists winter flocks)"	L10.7
azg:^{w}aγ	a→u "red"	L31.5
azgr	a→u "bull; beef animal" pl izgarn "cattle"	L10.7
azgza	a→u "green; unripe" Vb zgzau	L23CN
azlmaḍ	a→u "left-hand; northern"; = aâsri; opp afasi	L25CN
azn	"send" +DO, +IO, ±OP; uzn, uzin, t:azn	L21.5
azurar	a→u "fat" adj ; f tazurart; Vb zur	L17CN
az:l	"run"; uz:l, uz:il, t:az:la	L4CN
aẓd	"reach/stretch out" +DO (hand, foot); uẓd, uẓid, t:aẓ:ad	L24.5
Aẓṛu	a→u "Azrou" town at edge of Middle Atlas	L6.7
aẓṭ:a	a→u "weaving (act or product); loom"	L31CN
aẓum	"fast (religiously)" ±DO (Rmḍan); t:aẓum	L14.6
âad	"then; only after that" +VP	L31.2
âaid	"return" ±OP, ±PP; t:âayad cf aγul	L9.4
âari	(f) "forest (us. on mountain)" pl lâwari	L19.4
âaud	"repeat, say/do again"; t:âawad; rcpr, pasv	L30.1
âaun	"help; cooperate" ±DO; t:âawan; cf L:ah iâaun	L18.6
âbṛ	"weigh; measure" +DO, ±IO; âbiṛ, t:âbaṛ	L23.3
âḍ:u	"be plentiful"; âd:i, âd:a, t:âd:u; caus sâd:u	L6.7
âdl	"fix; do; make; repair" +DO, ±IO; âdil, âd:l	L30.2
âf:a	"be disgusted" (+ s__ "with"); t:âf:a; caus	L31.2
âfu	"forgive, heal (God)" Nact lâfu	
âin	"eye; spring (of water)" (Ar; cf aγbalu, tiṭ:)	L1.2
Âin l Luḥ	"Ain Leuh" village sw of Azru, in mountains	L2.2
âiš	"live, make living" (+ s__ "by"); t:âiš	L10.7
Âiša	"Aicha" woman's name Vb âiš	L3.7
âlahal	"almost, about, nearly" also âliḥal	L12.1
âlaḥq:	"because"	L7.5
âliḥal	"almost, about, nearly" also âlahal	L29.5
âm:	"Uncle (fa bro)" before Lhaǰ; full form âm:i	L23.5
âm:i-	"uncle (fa bro)" pl id âm:i- (Nkin); also in polite address to older man; f ât:i-; cf xali-	L4.3
âm:ṛ	"fill" ±DO; "make tea" -DO; âm:ir, t:âm:ar	L23.3
âmu	"be blind" -DO; "blind" +DO; âmi, âma, t:âmu	L5CN
ânq	"try in vain"	Rv7.A
ânu	"undergo; be" in greeting may tânid?	L11.6
ânug:^{w}a	"a lot, much" also šigan, bz:af	L32.4
Âq:a	"Akka" man's name (< Âbd l Qadr)	L7.4
âq:l	"remember" ±DO; âq:il, t:âq:al; rcpr, pasv	L22CN
âṛḍ	"invite" +DO; âriḍ, âr:ḍ; rcpr m:âraḍ	L24.5
Âs:u	"Assou" man's name	L3.7
Âšura	"Achoura" Muslim holiday of tithing; Vb âš:r	L27CN
âšra	"ten", dual âšrin, no pl	L6.5
âšrin	"twenty" (dual of âšra)	L21.4
âš:r	"tithe" -DO; t:âš:ar Nproduct lâšur	L18.6
âum	"bathe; swim"; t:âum; caus sâum	L30CN

Ây:aš	"Ayache" name of tribe in Midlt Division	L1.3
âz:	"be dear, cherished" + ɣur- "to"; âziz, t:âziz	Rv7,A
âz:k Ḷ:ah!	(response to hašaš "Excuse me!")	L17.6
âžb	"be pleasing to" +IO; âžib, t:âžab	Rv7,A

bar	"perhaps" +S	L31.2
barak Ḷ:ahufik	"God's blessing on you!" (= "Thankyou")	L23.5
baraka	"a blessing; a plenty; enough"; cf lbaraka	L23.5
baṭaṭa	"potato(s)" mass sg	L23.2
bâad	"then; anyhow" (as in "well,then...")	L13.6
bâd	"be far" ±IO; bâid, t:bâad; caus, rcpr	L19.3
bâda	"first of all; already; after all; anyhow; at least" cf bâad	L7.6
b:a-	"father" (Nkin); also ib:a-	L11.3
b:i	"cut; change (money)" +DO; "be cut, blocked"-DO ±IO; b:ii, t:b:i	L7CN L15.5
bd:	"stand up; stand still";(bd:i, bd:a) t:bd:a	L11.4
bdu	"start, begin" ±DO or S; bdi, bda, bd:u	L12.1
bḍu	"separate" -DO, + PP d "with"; "distribute" +DO; bḍi, bḍa, bḍ:u ~ bṭ:u	L19.2
bismil:ah	"In the name of Allah!" (on starting an action, or as invitation to start it)	L3.3 L9.7
Bl	= Bn "son of"; precedes name in L : Bl Lɣazi	L5CN
Bl Lɣazi Bn Nasr	A popular musician (š:ix)	L6CN
bla	"without; apart from"	L6.5
bl:ɣ	"take a message; cause to reach" +DO s:lam,+IO	L7.5
Bn	"Son of" (Ar: cf u); often part of proper name	L7.4
Bn Nasr u Sliman	A tribal poet (š:ix) of Ait Nḍir	L25CN
bnid	"before, in front of" +GP or IO pron; ~ mnid	S6.3
brmsiun	"permission; leave"	L32.2
br:arž (m)	"stork" pl it br:arž	L24.5
bṛ:a	"outdoors; exterior" Npers abṛ:ani	L25CN
bṛ:m	"turn"	L25CN
bs:if	"in spite of, against one's will"	S6.5
bs:ḥa	+ 2d pe poss: answer to L:ah ižâl lbaraka	L15.5
bu	"owner of; one with" +N; pl id-; f m:; see S28.3	L26CN
Buâz:a	"Bouazza" man's name	L3.7
*buɣrum (m)	"black iron skillet for panbread"	L17CN
buḥb:a	"muzzle-loading musket"(used in fantasia)	L18.6
bu-lkar	"bus driver" pl id bu-lkar	L25.3
bu-lxuḍrt	"vegetable owner/seller" pl id __; axḍ:ari	L23.3
Bumia	"Boumia" town in Midlt province	L8.5
bu-tamart	"man with a beard" pl id __	L26CN
bu-tḥanut	"shopkeeper" pl ait-thuna cf taḥanut	L31CN
bu-ṭ:aksi	"proprietor of taxi" pl id	L5CN
bu-ušniḍ	"man with baby donkey" cf ašniḍ	L26CN
bx:in	"be/become black, dark"; t:bx:in; adj abx:an	L17.1
bzg	"be/become wet"; bzig, t:bzag ~ bz:g	Rv4,A
bz:af	"much; many; a lot" ±GP; cf šigan,anug:ʷa	L21.4

č(i)	"eat; consume" ±DO; či, ča. t:t:a; caus sč	L11.6

d	"It's": affirmative ptcl before nomino-verbal or nominal sentence; rare exc. after ur or is	S12.1
d	"with, accompanied by; and" +N; id- + prep aff	L1.5
d	orientation ptcl of proximity; id after cons	L1.3
d-id:an	"next (day, time N); which came"	L28.4
da	intensive tense-aspect prefix; +itsv Vs	L12.5
da	"here"; also daha (emphatic), dγḍa	S6.1
daha	"right here" cf da	L4CN
dat	"in front; before" ±GP or IO affix; ~ zat, zdat	L11.5
Daud	"David" man's name	L6.7
d:ab:t	"carcass"	L24CN
d:au	"below, under, downhill"	S6.3
d:ifandi	"prohibited" (by civil law; cf ḥrm)	L23CN
d:in (ṁ)	"religion"	L14.6
d:istur	"constitution"	L8CN
d:l:aḥ (m)	"watermelon" generic sg; indiv tad:l:aḥt	L23.2
d:lu	"bucket (leather or rubber) (Ar) cf aga	
d:rf	"hurry up" (us. in caus, sd:rf, same meaning)	
d:u	"walk, go" ±OP,±PP; "come" +d; "be lost to" +IO; d:i, d:a, t:d:u; caus s:udu; Nact tawada	L1.3
d:unit (f)	"life; world, earth; time; wealth"	
D:užanbir	"December"	Rv3,I
d:wa	(m) "medicine" (Ar) cf asafar	L22CN
dγd-	locative stem	S6.1
dγḋa(d)	"here, hereabouts"	L19.4
dγi	"now, nowadays"	L19.4
dγia	"quick! quickly"	L13.6
dig-	"in" + prep aff; g + N	L4.3
dik:	"in you (m sg)" < dig- + š (cf S32.1)	L9.7
dima	"always; forever"	Rv3,I
din:	"there, over there" also dihin (emphatic)	L19.4
dis:	"over there by you" (see S6.1)	L7.6
dm:m	"beg"; t:dm:am	L26.4
drus	"be scarce, inadequate" -DO; t:drus	L19.2

d:ra (m)	"corn" no pl	L18.3
ḋ:uhr	"midday; time of 3d prayer of the day"	L14CN
ḋhr	"appear, loom up" -DO; ḍhir, t:ḍhar	L19.4
ḍun:a	"think, expect, assume" +DO; t:ḍun:a	L19.4

Fadma	"Fadma" woman's name (< Faṭima)	L3.7
Fal̇ib:a	"Fariba" crossroads ~ 10 km sw of Aẓru	L20.4
Fas	"Fes, Fez" city north of Middle Atlas	L28.4
fd:a	"finish, be through"-DO; t:fd:a	L25.5
fḋr	"break the fast; eat breakfast"; fḍir, fḍ:r	L15.4
f:γ	"exit" ±OP,±PP; "come out" +d; "go out" +n:70: f:iγ, t:f:γ ; f:γ br:a "Go outdoors"	L20.1
f:u	"change (of lhal) to next day"; Ntime tifaut	Rv3,I
fhm	"understand" ±DO; fhim, t:fham; caus s:fham	L24.5
fimṛ:a	"immediately, right now" (Ar) cf dγia	
flan	"so and so" (unnamed person)	Rv7,A
frḍ	"be obligatory" ± xf __ "on"; friḍ, fr:ḍ	L18.6

frḥ	"be happy" ±s "with"; friḥ, t:fraḥ; Nevent lfrḥ	L32.4
Friqiya	"Africa" (us. refers to sub-Saḥaran parts)	L5CN
fr:ɣ	"pour out" ±DO; fr:iɣ, t:fr:aɣ	L13.6
fsi	"melt; dissolve" -DO; fsii, fs:i; caus s:fsi	L7.6
g	"in" +N; dig- + prep aff	L3.4
g	"do, make, put" +DO; "be" -DO,+Pred; gi, ga,	L14.6
	t:g:a; Nact tug:a	L1.3
g:ani	"wait; expect" ±DO; g:uni, g:unii, t:ganai	L22.4
g:ʷbrid	"in the road" (< g + abrid; see S32.1)	L22.4
g:ʷd	"be afraid" ± zg "from"; g:ʷid, t:g:ʷd	L32CN
gma-	"brother" pl aitma-, f ultma- (Nkin); also uma	S28.2
gn	"sleep"; gni, gna, g:an; Nact tagʷuni	L30.4
gr	"put/throw/deposit" +DO +PP; gri, gra, g:ar	L13.6
-ɣ	"I" verb subject affix, ~ x (see Table 6)	S3.1
ɣal	"think, believe, have impression"; (t:iɣal)	L20.4
ɣas	"only, just"	L15.5
ɣif-	"on" + prep aff; xf + N	L2.5
ɣii	"be able to" + S, "be equal to" +IO	L15.4
ɣl	"to" (variant of ɣr before noun in l)	
ɣlb	"overcome, vanquish" +DO	S26.1
ɣlu	"be expensive"; ɣli, ɣla, t:ɣla; Nquality lɣla	Rv4,A
ɣnima	"Ghenima" woman's name	L5.3
ɣr	"call; invite" +IO; ɣri, ɣra, q:ar; Nact taɣuri	L4.4
ɣr	"to, toward; belonging to, chez, for" + (s) N;	L3.3
	ɣur + prep aff (~ ɣir in Zayan dialect)	Rv1,E
ɣṛs	"slay, slaughter, sacrifice (animal)" +IO;	
	ɣris, ɣr:s	L21.4
ɣudu	"be/become pretty"; ɣudi, ɣuda, t:ɣuda	S5.3
ɣur-	"to, toward, etc." (see ɣr); + prep aff	L4.3
ɣušt	"August"	Rv3,I
ɣzif	"be/become long"; t:ɣzif; adj aɣz:af, N taɣzi	Rv4,A
ha	"Here's" ±IO aff. +DO aff or N, ±OP; cf hah	S14
haɣ-	"I hand you" +IO aff ±DO aff or N; ~ aɣ-; S14,	L13.6
hah	"hey; there"	L20.1
haš	"There you (m sg) see/have..." (< ha + š)	L9.7
hat	"see here now" (< ha + t)	L25.5
hatin:	"see there now" (< ha + t + in:)	L13.6
haun:	"see there now" (< ha + aun + n:)	L13.3
hayhay	"Yes indeed!" "Well indeed!" (wagging head)	L27.5
hayam	"Here you (f sg) see/have ..." also ham	L27.5
hdu	"give a gift; (God) change way of life; (cattle)	
	graze"; hdi, hda, t:hdu ~ hd:u; N lhdit "gift"	Rv2,A
hn:a	"be fine, in peace, tranquil"; t:hn:a	
Hn:u	"Hennou" woman's name	
Had:a	"Hadda" woman's name	L22.3
ḥaḍr	"attend, be present" +IO; t:ḥaḍar; caus sḥaḍr	L32.2
ḥaṛṣ	"invite" +DO; t:ḥaraṣ also arḍ	L9.5
Ḥasan	"Hassan" man's name	L32.4
ḥasb	"count" ±DO; t:ḥasab; rcpr mḥasab; Nact lḥsab	L21.4

ḥaš-	excusing stem; + N udmaun or IO pron, 2d pe	S15.1
ḥaš udmaun	"≃Excuse the expression!"	L17.6
ḥawl	"take it easy, let up" ±xf "on"; t:ḥawal	L32.4
Ḥd:u	"Haddou" man's name	L7.5
ḥdaâš:	"eleven"	L8.4
ḥdu	"observe; take care of" +DO; ḥdi, ḥda, ḥd:u	L14.6
ḥlu	"be nice, acceptable, agreeable" -DO; (ḥli, ḥla) used mainly in neg pf: ur iḥli, etc.	Rv2,A
ḥl:a	"be lawful (in religious law)"; cf ḥrm	L14.6
ḥma	"in order to" +VP ipf; ~ taḥma	L28.4
ḥmd	"thank, praise" +DO L:ah; ḥmid, t:ḥmad; lḥmdu	
Ḥmidu	"Hamidou" man's name	L6.7
Ḥmu Bl Lyazid	Musician-composer (died 1973)	L5CN
ḥmu	"be warm, hot"; ḥmi, ḥma, t:ḥmu	L19.2
ḥq:r	"compare a person to something"; cf aḥq:r, amḥq:r	L17CN
ḥri	"drive" +DO (car, flocks); ḥr:i	L25ap
ḥrm	"be forbidden (by religious law)"; caus s:ḥrm	L14.6
ḥṛ:	"be hot, spicy; bitter"	
ḥš:l	"trick, get the better of" +DO	L28.4
ḥš:m	"behave modestly; be shy, embarrassed"; ḥš:im, t:ḥš:am; Nquality lḥšum	L31.4
ḥub:a	"love" +DO	L4CN
Ḥusa	"Haoussa" man's name	L5.3
ḥžb	"protect (woman from view)" +DO (Ar)	L32CN
i	"to/for/from" +NP (=IO phrase, S5.1)	L1.3
i	"and" + rejoinder question (S16.2)	L1.3
i-	"he; it (m)" verb subject affix (see Table 6)	S3.1
i- -n	"who, which" verb participial affix; cf -nin	S21
i	"me" DO affix; ~ ii (see Table 10)	S5.1
iad	"already"	L15.4
iaḍn	"other" also iaḍnin	L5CN
iaš	"Really? Is that so?" (tag question)	L7.6
iâban	"clothing" dim tiâbinin	L32.2
Iâisawin	"members of religious brotherhood of Aissawa	L31CN
iâṭ:arn	"peddlers" sg aâṭ:ar	L31CN
ibaun	"beans" sg aba (rare)	L26.3
ib:a-	"father" no pl (Nkin) + possess. aff; ~ b:a	L8.3
ibradâiin	"saddle-makers" sg abrdâi	L31CN
ibrdan	"roads, ways, paths" sg abrid; d:u ibrdan-n:š "buzz off!" "go away!"	L12.5
Ibril	"April"	Rv3,I
ibṛ:iḍn	"billy-goats" sg abṛ:iḍ; f pl tiɣṭ:n	L21.4
iburkšn	"Moroccan shoes" sg aburks	L17.4
ibux:a	"bugs, fleas" sg abax:u	L22CN
*ibẓiḍn	"urine" no sg	L30CN
id	"with (comitative)" + prep aff; d + N	S6.2
id	plural prefix of compound N in bu, m:, bab, lal	S28.2
id: < is + d	"as for; if; whether" + S (=dep clause)	S17
	"is it?" + non-verbal S (=yes-no question)	S12.1
*iḍi	"dog" pl iḍan; also igḍi (ḍ → d after i(g))	L17.4
idmad	"just now, a moment ago"	Rv3,I

idmarn	"chest, breast" sg admr	L22CN
id (m sg)	"night"; g:γd "at night"; iḍl:i "yesterday"	
*iḍan	"dogs" sg idi; also igḍan	L17.4
iḍarn	"feet (incl. lower legs)" sg aḍar	L12.6
iḍl:i	"yesterday; last night (Zm:ur)"	L8.3
Iḍzr	"Itzèr" town in Midlt province	L8.5
ifas:n	"hands (incl. lower arms)" sg afus	L29.3
ifliǰn	"tent strips" sg afliǰ	L16CN
ifl:aḥn	"farmers,cultivators" sg afl:aḥ; cf tafl:aḥt	
ifr (m sg)	"wing; leaf" pl afriwn	
ifrmliin	"nurses" sg afrmli; f tifrmliin	L31.2
ifr:iγn	"lies"	S12.3
ifš:ka	"utensils" sg afš:ku	L13.4
iful:usn	"chickens, fowl" sg aful:us; f tiful:usin	L22CN
*igdi (sg)	"dog" pl igḍan; cf idi, iḍan	L17.6
*igḍan	"dogs" sg igdi	
igṛ:abn	"water-sellers" sg agṛ:ab	L31CN
igužiln	"orphans" sg agužil (lost 1 or both parents)	L18.6
igz:arn	"butchers" sg agz:ar	L31CN
*iγd (m sg)	"ashes, cinders"	L26CN
*iγial	"donkeys" sg aγiul, f pl tiγial; cf ašnid	L12.5
iγid (m sg)	"kid, baby goat" pl iγidn ; cf amk:^{w}arṭu	L21.3
iγii	"be able to" +S, "be equal to" +IO; γii,	L18.6
	t:iγii	L15.4
iγrm (m sg)	"village" pl iγrman	L14.6
iγṣ (m sg)	"bone; clan, subtribe"	L21CN
iγẓr (m sg)	"stream, brook"	L20.4
iγžd (m sg)	"baby goat" pl iγždn; cf iγid, iγidn	L21.5
ihi	"no" also uhu, la, lalal	S12.1
ihl:il	"non-profane songs" sg ahl:l	L30CN
iḥidas	"circle dances/singing" sg aḥidus	
iḥlaqiin	"entertainers of the market-place" sg aḥlaqi	L31CN
iḥqaqiin	"genuine" sg ahqaqi	L14.6
iḥuliin	"rams" sg aḥuli	L21.4
ii	"to/for/from me" IO pron aff (see Table 10)	S5.1
iih	"yes" ~ ay:h ; cf nâam	L8.3
iks:abn	"livestock grower" sg aks:ab, Nact lksibt	L10.7
ikurdan	"bedbugs"	L22CN
ili	"be (in a place or condition); exist" -DO, ±PP;	L9.5
	l:i, l:a. t:ili; deletable with γur- or dig-	S10
ilili (sg)	"newborn lamb or kid" pl ilila ~ ililan	L21.3
ilis (sg)	"fleece (of 1 sheep)" pl ilisn; Vb ls	L29CN
il:i- (sg)	"daughter" + poss suff; pl is:i (Nkin)	L4.4
ils (sg)	"tongue; language, dialect" pl ilsaun	L24.5
imal	"next year	L31.4
Imaziγn	"Berbers; Central Moroccan Berbers" Amaziγ	L1.7
imd:uk:al	"companions, friends" sg amd:ak^{w}l, Vb d:uk:l	L24.5
imk:^{w}urta	"kids" sg amk:^{w}arṭu, f pl timk:^{w}urta	L21.4
imkn	"maybe, perhaps" +0 (cf bar)	S12.1
im:a-	"mother" no pl; + poss pron (Nkin); ~ mai-	L4.3
imnain	"horsemen" sg amnai, Vb ni	L18CN
imnsi (sg)	"supper, dinner" pl imnsiwn; Vb mnsu; cf ns	L29.3

ṛ s ṣ š t ṭ u w x y z ẓ ž C: = CC, C^w = Cw

imrγan "gravy, pot-liquor" no sg; cf Vb rγ "heat" L29.2
imrwasn "debts" sg amrwas L32.2
imsaγn "buyers" sg amsaγ; Vb sγ "buy"
imšli "noon meal" pl imšliwn; cf Vb šl "pass day" L24.5
imtniun "storms" sg amtna L21.3
imznzan "sellers" sg ; Vb z:nz "sell"
inafâkʷn "May it be useful to you" (response to thanks
for a meal); cf Vb nfâ; = igaun s:aht! L15.5
ingbaun "guests" sg angbi L11.4
ingmarn "hunters" sg angmar ? ; also asiad L24CN
ingr "in between, between" +GP or IO pron aff S6.3
inγmisn "news (items)" sg anγmis L7.6
ini "say, tell" +IO +quote; itsv stem -IO "believe"; L1.5
n:i, n:a, t:ini; pasv t:una L27.1
in: particle of remoteness; ~ n: S29
Insi (sg) "hedgehog" (character in folk tales) L24CN
Inslmn "Muslims" sg Anslm L18.6
-inu "of me, my" possessive ending; ~ nu after V S27.3
inziz "whine; sing izlan (Zm:ur dial.); t:inziz L32CN
inžda "passers-by. travellers (on foot)" sg anždi L19.2
iqd:arn "potters" sg aqd:ar L31CN
ir (ii) "edge (of something long)" L20.4
irdn (ii)"wheat" no sg; indivd. ahbub i L19CN
irgzn "men" sg argaz; cf f tamt:ut:, pl taičin Rvl,E
irh:aln "pastoralists, transhumants"sg arh:al, Vb rhl L10
iri "want, need, desire; love" +DO or VP; ri, ra,
t:iri L5.5
irifi (sg) "thirst" no pl L24CN
Iršlaun "Irklaun" fraction of Ait Mgild, near Azru L8.5
is "Is? Does?"(question ptcl before verbal S) S12.1
"since, if, whether" (in dependent clause) S17
is "with" (instrumental) + prep aff; s +N S6.2
isb:abn "merchants" sg asb:ab L12.5
isin "know" +DO; s:n, s:in, t:isin; rcpr mius:an L7.4
isli (sg) "bridegroom" pl f tislit "bride" L32CN
isl:i (sg)"rock" pl isl:iun L22.4
isl:id "day-before-yesterday" (cf idl:i) L6.6
ism (ii) "name" pl ismaun L22.5
isq:an "cords" sg asγun L23CN
isrdan "mules" sg asrdun, f tisrdan L12.5
is: "with/by means of it" < is + s;fpl is:nt L18.6
is: "with/accompanied by him or her" < id + s. ~ its L23.4
is:i- "daughters" sg il:i; + poss aff (Nkin) L1.6
ist "female descendants of" + name; sg ult. m u L29.1
išḍif "rug" pl išḍifn L32.2
Išq:rn "Ichkern" tribe south of S:uq l Lhd: L8CN
išrwan "lambs" sg aâl:uš; also aratn L21.3
išw:aln "itinerant harvest workers" sg ašw:al L31CN
its "with/accompanied by him/her" < id + s ; ~ is: L11.6
Iṭ:u "Itto" woman's name L3.7
iuḍ "arrive" pf stem; see aud L19.4

iuk:	"one, a (m)" f iut ; ~ iun	L23.5
iul	"marry" pf stem; see aul	L11.4
iun	"one, a (m)" f iut ; ~ iuk:	L23.5
iura	"over here, this way"; cf iurd, aura; opp. urin:	L23.5
iurd	"this side of" + IO pron or phrase; opp. urin:	L15.2
iut	"one, a (f)" m iuk: ~ iun	L22.5
iwa	"Well!" "Well?" "Well, __"	L9.7
ixamn	"tents (goat-hair & wool)" sg axam (q.v.)	L26.3
ixamn imq:ur:in	"great families"	L16.4
ixatarn	"great (ones)" sg axatar	L20CN
ixd:ariin	"greengrocers" sg axd:ari; cf lxudrt	L31CN
ixf	"head; self; termination (of time unit; of topographical feature); no. of cattle" pl ixfaun	L3.2
ixfaun	"heads, selves, etc." sg ixf	L21.5
ixw:an	"thieves" sg axw:an	L21.3
ixy:aḍn	"tailors" sg axy:ad	L31CN
ix:an	"feces" no sg; cf Vb x:u "be nasty"	L30CN
iy:is:	"riding horse" pl iy:san; cf agmar	L18CN
iy:san	"riding horses" sg iy:is:	L12.5
izan	"flies" sg izi	L22CN
Izdg	"Izdeg" tribe in Midlt division	L7.6
izgarn	"cattle" sg azgr 1 head (m or f); cf ayugu	L19.4
izi	"fly" pl izan	
Iziy:an	"Zaiane" confederation of tribes	L8.5
izlan	"verses (profane); performance of verses	L1CN
	with a refrain (lɣa)" sg izli; cf ihl:il	L32CN
izli	"verse (of love song)" pl izlan	L31.4
iẓir	"know about" ±DO; zri, zra, t:izir	L31.2
ǰawn	"have enough (food); be wealthy" ±DO; ǰiwn, ǰiwin, t:gawan; caus s:ǰiwn	L19.4
ǰn:	"genie" pl ǰnun; f tažn:iit	
ǰnun	"genies" sg ǰn:	
kčm	"enter, go/come in" itsv stem of kšm	
kif-kif	"one's the same as the other"	
kilu	"kilogram" (≃ 2.2 lb); us. with Ar numeral	L7.2
k:	"pass, stop by, visit" +DO or PP xf ; k:i,	L22.4
	k:a, t:k:a	L4.4
k:at	"beat" itsv stem of wt "hit"	S3.1
k:r	"get up; begin"; k:ir, t:k:r; caus sk:r	L5.7
k:s	"remove; give a discount; dish up" ±IO; k:is,	L29.4
	t:k:s	L23.3
k:u	"each; every" + N (distributive quantifier)	L6.7
k:u ša	"each one"; also k:u iuk:	L17.4
k:ʷud	"while" + 2 itsv VP's (simultaneous actions)	S3.3
kmu	"smoke" ±DO; kmi, kma, t:kmu (may be k:mu)	L18.6
krz	"plow; raise (crop)" ±DO; kriz, kr:z	L10.7
ks	"herd" ±DO; ksi, ksa, ks:a; Nagt amksa	L11.4
kšm	"enter" ±OP, ±PP ɣur; kšim, kčm; caus škšm	L4.4
kṭin	"be short; shorten" (may be šdin in Ait Mgild)	L32CN
kuka	"Coca-Cola"	L7.2

kul:	"all; every; completely" ± NP or PP	L22.3
kul:ši	"everything"	L29.4
kulumatr	"kilometer"	Rv4,D
Kʷbrayr	"February"	Rv3,I
kʷn	"you (pl m ± f)" DO pron aff (see Table 10)	S5.1
kʷn:i	"you (pl m ± f)" indep. personal pronoun	L28.4
kʷn:in:i	"you (pl f) " indep. personal pronoun	L2.6
kʷnt	"you (pl f) " DO pron aff (see Table 10)	S5.1
l	"of" (form of genitive ptcl before noun in l)	L5.4
la	"no" (=Ar) also ihi, uhu	L5.1
labas	"fine, all right, not bad" answer to How are you	L9.5
ladrisa	"address"	L32.4
lahl (m)	"parents, relatives"	L10.3
laḥbab (f)	"loved ones, family, close friends"	L5CN
laí	"be born" -DO; luli, lula, t:lala	Rv2,F
lalal	"no, no!" cf la	L23.5
lal:	"mistress/owner of" + GP; pl id-; m bab	L19.2
Lal:a	"Lalla" woman's title ± given name; m Sidi	L4ap
lanbia	"prophets" sg nbi; no f	L18.6
Larbâ	"Wednesday" (4th day)	L6.6
laswaq (m)	"markets" sg s:uq; Vb sw:q "go to market"	L12.5
Laṭlas	"The Atlas (Mountains)"	L6.7
lawq:at (f)	"times" sg lwqt	L15CN
lažr	"reward in heaven"	L18.6
lâab	"play" ±DO (game, mus. instr.); t:lâab	L14.6
lâafit (f)	"fire" pl lâafiat; also afa	L13.6
lâar	"shame; responsibility" (cf in L31.4, and	L32CN
lâašr	"late afternoon (prayer time)	L14CN
lâdl (m)	"registrar, notary" pl âadul	L21CN
lâdliya	"Ministry of Justice"	L21CN
lâfu	"healing, forgiveness" Vb âfu	L31.2
lâib	"shame; obscenity"	L17CN
lâid (m)	"holiday (religious)" pl laâyad	L21.4
lâil	"boy; son" pl luašun; f tarbat:; cf afrux	L3.2
lânzi	"goats (collective)"	L21.4
lârbun	"deposit, earnest money"	L26.4
lâša	"evening (prayer time)" (after dinner)	L14CN
lâšur	"the tithe"; Vb âš:r; Ntime Âšura	L27CN
lâwari (f)	"forests" sg âari	L19.3
lbanan (m)	"bananas" generic sg	L23.4
lbaraka	"a blessing", esp. in L:ah ižâl __	L15.4
lbaruḍ	"gunpowder; shooting; war"	L18CN
lbas	"no harm" (?) in Rb:i ak: iari __; cf labas	L31.2
lb:isriyat	"grocers, grocery shops" cf Fr l'épicier	L31CN
lbgri	"cattle (collective)"	L21ap
lbhaim (f)	"beasts of burden" sg lbhint	L12.5
lbhint (f)	"beast of burden" pl lbhaim	
lbhr (m)	"sea, ocean" pl lbhur	L1.2
lbíâ	"the market (intangible)"; cf s:uq	L26.4
lbiru	"desk; office; administrative center"	L8.5
lbit	"room (of a house)" pl lbiut	L30CN

lblais	(f)	"places (in public transport)" sg lblast	L25.3
lblast	(f)	"place, seat; official job" pl lblais	L25.3
lbsl	(m)	"onion(s)" generic sg; also lfsl	L23.5
lbusṭa		"post office"	L32.2
*lfaxṛ	(m)	"charcoal" Nagt abx:ari	
lfdrat		"tithe of grain given at end of Rmḍan"	L27CN
lfḍur		"breakfast; evening meal in Rmḍan" Vb fḍr	L15CN
lfilaž	(m)	"village" pl lfilažat	L2.2
lfižit		"fruit"	L27.4
lfitnam		"Vietnam"	L25CN
lfižṭa	(f)	"feast, festival" pl lfižṭat	L32CN
lfluṣ	(f pl)	"money" no sg	L26.4
lfrawiḥ	(pl)	"celebrations, festivities" Vb frḥ	L19CN
lfrḍ	(m sg)	"obligation, duty" Vb frḍ	L18.6
lfrḥ		"feast; celebration" cf lfrawiḥ; Vb frḥ	L26.4
lfq:ih	(m)	"religious teacher" pl lfuq:aha	L14.6
lfsl	(m)	"onion(s)" generic sg; also lbsl	L27.5
lfuq:aha		"religious teachers" sg lfq:ih	L14.6
lfuristi	(m sg)	"forester" (official)	L23CN
lfuṭa	(f sg)	"towel" pl lfuṭat	L16.3
lfžṛ		"(time of) first prayer of day" (predawn)	L14CN
lgamila	(f)	"grain measure" (≃a quart) pl lgamilat	L27CN
lgar:u		"cigarette(s)"	L31.4
lγa		"refrain (sung with different stanzas)"	L4CN
lγami		"newborn creatures" (esp. livestock)	L21.3
lγla	(m sg)	"expensiveness" Vb γlu	L31.4
lγnm		"sheep (collective)"	L21.4
lγrb		"the west" cf Lmγrib	L25CN
lhm:		"task, work"	L17.4
lhz:		"buzzing"	L28CN
lḥakm	(m sg)	"judge; governor" cf lḥukuma "government"	L21CN
Lḥaǰ	(m sg)	title of one who has made pilgrimage to Mecca (Lḥiǰ); ~ Lḥaž	L10.4 L23.4
lḥal	(m sg)	"weather; times; conditions" f lḥalt	L19.2
lḥalt	(f sg)	"the condition" +GP "of something"	L7CN
Lḥaž	(m sg)	see Lḥaǰ	
Lḥažb		"El Hajeb" town between Mknes and Azru	L6.7
lḥažt	(f)	"thing; errand" pl lḥwaiž (q.v.); ~ lḥašt	L14ap
lḥd:		"Sunday" (the first day of the week)	L6.6
lḥd:	(m)	"border, boundary" pl lḥdud	
lḥḍ:aš		"eleven"	L8.4
lḥ:ram		"the forbidden" f taḥramiat ; Vb ḥrm	L4.1
lḥiǰ		"Mecca; the pilgrimage to it"; cf Lḥaǰ	L18.6
lḥmdu ḷ:ah		"Thank God!" Vb ḥmd	L4.3
lḥm:am	(m)	"public bathhouse" pl id lḥm:am	L30CN
lḥn:a	(m)	"henna" (herb w. ritual & cosmetic uses)	L32CN
lḥq:	(m)	"truth, justice, right"; cf. aḥqaqi	L19.4
lḥsab		"the reckoning, accounting; total" Vb ḥasb	L23.3
Lḥsn		"Lḥasen" man's name	L32.2
lḥšum		"shame; embarrassment; modesty" Vb ḥš:m	L17CN
lḥukuma		"the national government" Vb ḥǩm ~ ḥkm	L7CN

lḥwaiž	(f)	"things; errands; clothes" sg lḥažt	L18.6
lḥya	(m)	"shame; politeness"	L31.4
Lias, Ait		"Elias, Liass" tribe of Ait Mgild group	L8.5
liqnaḍ	(m sg)	"homesickness; yearning for someone"	L31.4
Lislam		"Islam" religion of the Prophet Mohamed	L18.6
listiqlal		"independence"	L7CN
liẓar	(m)	"sheet; shawl" pl liẓur	L30.2
liẓur	(m)	"sheets; shawls" sg liẓar	L30.2
lkamiu	(f)	"truck" pl lkamiunat ~ lkamiun	L12.5
lkar	(m)	"bus" pl lkiran cf bu-lkar	L25.5
lkas	(m)	"glass (drinking)" pl lkisan	L13.1
lkina	(f)	"pill" pl lkinat	L31.2
lkiran	(m)	"buses" sg lkar	L12.5
lkra		"the rent"	L32.2
lktab	(m)	"book" pl lkutub	L18.6
lkulia		"parcel, package"	L32.2
lkuntrada		"contract for employment" (us. abroad)	L32ap
lkutub	(m)	"books" sg lktab	
lkuzina		"kitchen" cf alms:i	L30CN
l:a		affirmative intensive TA prefix; cf da, ar	S3.3
l:γ		"lick, lap" +DO; t:l:γ	L24.5
l:i		neg pf of ili "be"	
l:ig		"when (in the past); since"; cf al:ig; opp. ad:ai	L11.5
l:imun	(m)	"oranges" generic sg; indiv. tal:imunt	L29.2
l:ubya	(f)	"string beans"	L23.5
l:un		"color" pl liluan	L14ap
lmait		"lyric call, 1-stanza solo song" = tamawait	L11CN
lmaksianat		"mechanics" sg lmaksian	L31CN
lmal	(m)	"material wealth; livestock"	L21.3
lman	(m)	"peace, security" in expr. q:im g lman	L17.6
lmandari	(m)	"tangerine" generic sg; indiv. talmandarint	L23.5
lmanda		"money order"	L32.2
lmâida		"belly" pl lmaâidat	L18.6
lmâl:m	(m)	"master (craftsman), boss" pl lmâl:min	L23.5
lmγrb		"evening (prayer time)" (sunset); ~ lmγrib	L14CN
Lmγrib		"Morocco; west; evening prayer time"	L1.2
lmiraz		"deep grinding-bowl, jar"	L24.5
lmlaya	(f)	"blanket" pl lmlayat	L30.2
lmnazil		"seasons" sg ?	L19CN
lmnbr		"pulpit"	L28.4
lmqd:m	(m)	"minor official of local govt."	L31.4
lmqḍiyt	(f)	"errand" pl lmqḍiyat; Vb qḍu	L25.5
lmqraš	(m)	"teakettle" pl lmqarš	L15.2
lmrkub		"trip fare" + GP	L25.3
lmṛt	(f)	"time, occasion" pl lmṛ:at	L29.5
lmsakin	(m)	"the poor (in general)"; sg lmskin	L18.6
lmskin	(m)	"poor, pathetic person" f talmskinat	L18.6
lmštut		"winter" also tagrst	L19CN
lmut	(f)	"death" no pl; Vb m:t "die"	L4CN
lmus		"knife"	L24CN
lmxzn		"local government"; Vb xzn "guard"	L20CN
lmžmr	(m)	"charcoal brazier" pl lmžamr; also amžmr	L13.4

lqaâida	(f)	"custom; tradition" pl lqaâidat	L23CN
lqadi	(m)	"judge (over matters of Islamic law)"	L21CN
lqaíd	(m)	"Caíd" (administrative head of area)	L20CN
lqfḍan		"caftan" (woman's fine dress, rich fabric)	L32CN
lqiṡt	(f)	"story" pl lqisat (also lqiṣt, < Ar qṣṣa)	L24.5
lq:hawi	(f pl)	"coffee shops" sg lq:húa	L31CN
lq:hua	(f)	"coffee; coffee shop, café"	L31CN
lq:uran	(m)	"the Koran (Quran)"	L14.6
lqrâa	(m)	"bottle"	L32.2
lq^{w}m:r		"gambling; cards" Vb q^{w}m:r, Nagt aqm:ar	L14.6
ls		"shear" +DO ul:i; Nact talasa, Nprod. ilis	L21.3
Ltlata		"Tuesday" cf tlata (Ar) "three"	L6.6
Ltnain		"Monday" (tnain (Ar) "two")	L6.6
lualdin		"parents; ancestors" (~ lual:in)	L32.5
luašun	(m)	"children; boys" sg lâil "boy"; cf afrux	L11.6
luḥ		"board, plank"	L3.3
luḣda		"one o'clock" cf waḥd "one"	L7ap
luḣš	(m)	"wild beast"	L21CN
luí		pf stem of lal "be born"	L21ap
lusada	(f)	"pillow, cushion" pl lusaid ~ lusadat	L30.4
luṭar		a 3-stringed musical instrument	L1CN
lwázir		"minister of government" pl lwazara	L25CN
lwažab	(m)	"reply" Vb žaub	L32.2
lwqt	(f)	"time; life" pl lawq:at	Rv3,I
lxariṭa	(f)	"map" pl lxarait ~ lxaraid	L1.2
lxbar	(m sg)	"news"	L5CN
lxdaim	(f)	"occupations" sg lxdmt ~ lxdnt ~ lxdn:	L31CN
lxdn:	(f)	"work" pl lxdaim; Vb xdm "work"	L18.3
lxdiit	(f)	"a fine"	L23CN
lxír	(m)	"the good; favor; wealth; a lot of +GP"	L4.3
lxlift	(m)	"Caliph" (assistant to the Caíd)	L20CN
lxmis		"Thursday" cf xmsa "five"	L6.7
lxmsa		"five o'clock" cf xmsa	L7ap
lxnz		"filth; foul-smelling things"	L26.4
lxṛif		"autumn; harvest-time" Vb xrf "wither"	L19CN
lxuḍrt	(f)	"greens; vegetables; crops" pl lxudrat	L23.3
lxyár	(m)	"cucumbers"	L23.5
lžamâ	(m)	"mosque" also timzgida	L29.4
Lžimuâa		"Friday" ~ Ž:imuâa Vb žmâ "gather"	
lžwayh		"area, region"	L10.7
ḷaẓ	(m)	"hunger; starvation; famine" no pl	L15.5
Ḷ:ah	(m)	"God (Allah)" no pl; ~ L:a(h) in sayings	L3.3
Ḷ:ah iâaun		"God help!" woman's greeting to women	L22.4
Ḷ:ahih:n-ik		"Goodbye!" to pl, -ikum	L17.6
Ḷ:ah irḥam lualdin"		"God bless your parents!"=please	
Ḷ:ah isl:m		"God give peace!" reply to woman's greeting	
Ḷ:ah istr		"God prevent!" (when misfortune mentioned)	L17CN
Ḷ:ah ižâl lbaraka		"God give blessing!" (thanks after a meal or an invitation to a meal)	L17.6

-m	"of you" possessive ending (Nkin)	S27.3
m(a)	interrogative/relative particle; see S12.2,	S31.2
maâna	"that is, i.e., meaning that" + phrase or S	L15.2
mad	"or" (links questions) cf nγd:	L12.1
mag:an	"what is; who did" < ma + ay + i-ga-n	L7ap
mag:ms	"who is he (ethnically)" Vb ms (reply with g)	L7.6
maγa	relative future; < ma + aγa ; cf maγra	L28.3
mai-	"mother" + poss ending (Nkin), except "my"; cf im:a- + Ø → im:a "my mother"	L11.3
mand	"which" + dig ~ g + object	
mani	"where" + Prep; "how is/are"; "whether"	L1.3
manig	"where (Īn,at)"	L16.3
manig t:auḍ:	"Where are you (sg) going?"	L5.7
mani γr	"to where? whither?"	L9CN
mani zg	"from where? whence?"	L16.3
Marikan	(m) "America" no pl; Nperson Amarikani etc.	L5.4
Mars	"March"	Rv3,I
maṡ	"with what, how" ma + s instrumental prep.	L12.5
mas	< ma + ay + as IO pronoun (also mam, maš, etc.)	
mat:a	"what, which" +N	L1.3
maun	< ma + ay + aun IO pronoun (also masn, etc.)	L28.4
max	"why, what about, what for" ~ mah	S12.2
may	< ma + ay ; ≃ "what"	L1.3
May:u	"May"	L21.5
md:n	(m) "people" sg bnadm "person"	L1.5
mḍašar	"confer, consult, discuss, hold council"	L28.4
Mġil:	"Mgild tribe" ~ Mγil: ~ Mgild (see map, Fig. 1)	L2.2
mgr	"harvest" mg:r Nagt amg^{W}r	L15CN
mγar	"even though" + S cf uax:a	L14.6
mhasab	"account to each other"; t:mhasab; < ḫasb	L21.4
mḣrum:	"mules, donkeys, horses (collective)" Vb ḥrm	L21ap
mī	"to whom/what" object relative pronoun	S22
mid:n	"people" sg bnadm; ~ md:n	L10.3
Midlt	"Midelt" city on Rte 21, betw. Mknas & Ksar s Suq	
milmi	"when, at what time"	L7.5
mimš	"how"; cf mas (mi); mism ag:a	Rv6,D
Mimun	"Mimoun" man's name	L5CN
Mimuna	"Mimouna" woman's name	L3.7
mism	"what name; what" N ism	L7.6
mitain	"200" (dual form of mīya 100); ~ miatain	L23.5
mius:an	"know one another; get acquainted"; t:mīus:an	L22.4
miya	"100"; dual mitain; no pl	L21.4
Mknas	"Meknes" city between Rabat and Fes	L1.2
ml:ul	"be/become white, light-colored"; adj aml:al	L19.4
mm:i-	"son" + poss ending (Nkin); pl arau, luašun	L1.6
m:- (f)	"owner of, one with, mistress of" +N; cf lal	S28.3
m:aṭiša	(f) "tomatoes" generic sg; indiv. tam:aṭīšat	L7.2
m:âṙaḍ	"invite one another"; t:m:âraḍ; Vb ârḍ	L24.5
m:nsu˙	"dine"; mnsiu, t:msau; N imnsī "dinner"	L29.5
m:rḫba	"Welcome! Gladly!"	L28.4
m:šf(a)	"give each other" +DO; m:šfa, t:m:šfa; šf	L7.6
m:t	"die" -DO; m:ut, t:mtat; Nact lmut	L21.3

m:ʷẓṭ:a	(f) "weaver" m: + aẓṭ:a	S13
mnaṣ:a	"get to the middle of" (sj non-human); amniṣaf	L21.5
mq:ur	"be/become large"; t:mγur; adj amq:ran	L17.1
mr	"if only" (condition contrary to fact) + VP	L4CN
mrd:is	"if it were the case that" + VP; also mr	S17
Mrirt	"Mrirt" village betw. Azrou and Khenifra	L8.5
Mrwul	"Merouol" tribe of Ait Mgild, nr. Ain Leuḥ	L8.5
ms	"be (ethnically)"; msi, mis, 0 itsv: in Q only	L1.3
ms lxir	"Good afternoon!"	L4ap
msal	"ask each other" ± xf-; t:msal; Vb sal "ask"	L5.5
msawal	"talk to each other" ± xf-; t:msawal; Vb siwl	L9.7
msid	"be/become sharp" caus smsid	Rv4,A
mskin	"poor/dear thing!" (of a person); cf lmskin	L31.4
msl:am	"greet each other; shake hands"; t:msl:am	L21.5
msafaḍ	"say goodbye, see off"; t:msafaḍ; Vb sifḍ	L17.5
mš	"if" conditional particle; cf. mr, is	S17
mš:i	"Go away!" (to dog)	L12.1
mšta	"how much/many?" cf šhal	S12.2
Muha	"Moha" man's name, contraction of Muḥm:d	L3.7
Muḥm:d	"Mohammed" man's name; name of the Prophet;	L2CN
	also Muḥmd, Muḥnd, Muḥa,	L22.3
mun	"go together, accompany"; t:mun; cf asmun	L5.7
mun d wayd. mun d lman	-- answer to q:im g lman	L17.6
muzun	"spangles" (used on saddle bags and bḷankets)	L18CN
mẓ:ii	"be/become small"; t:mẓ:ii; adj amẓ:ian	L11.4
*mžγiul	"hyena"	L17CN
n	"of" (genitive particle), ~ l ~ r ~ s ~ V	S27.3
n-	"we" (Vb subject affix)	S3.1
-n	"they" (Vb subject affix) f -nt	S3.1
Naâima	"Naaima" woman's name	L32.4
nafâ	var. of Vb nfâ "be useful"	L17.6
nâam	"yes" (answer to a call)	L8CN
nâm	"answer 'yes' to a call" +IO	L11.4
nât	"show" +DO +IO; t:nâat; caus s:nât	L30.1
nfâ	"be useful/helpful" +DO; nfiâ, t:nfaâ	L15.5
nγ	"kill; ail" +DO; nγi, nγa, nq:a	L15.5
nγd:	"or" (links affirmative clauses; cf mad, ula	L23.5
ni	"mount; ride on"; nii, t:nui: ±DO; caus sni,	L1.3
	rcpr mnui, pasv t:uni; Vact tanaša. Vagt amnai	
nimiru waḥd	"excellent, A-number-one, top-rate"	
-nin	"who" pl participial suffix (cf i- -n sg/pl)	S21
nišan	"straight ahead"	L25CN
nitni	"they, them" f nitnti (indep. personal pron)	L29.1
nitnti	"they, them" m nitni " " "	L29.1
nk:	"I, me" ~ nk:in ~ nk:int " " "	L1.3
nk:in	"I, me" ~ nk: ~ nk:int " " "	L3.3
nk:int	"I, me" ~ nk: ~ nk:in " " "	L22.4
nk:ʷni	"we, us"	L2.6
-nkʷnt	"of you (f pl), your" reg N possessive ending	S27.3
n:	orientation ptcl of remoteness; ~ in:	L14.4
n:a	"that; which" demonstr of reference S24,	S31

n:a	pf stem of ini "say"	
N:ayr	"January"	Rv3,I
n:ânaâ	"mint"	L13.6
n:bi	"the prophet" (Muḥm:d); cf nbi; pl lanbia	L14.6
n:ig	"above, over, atop" + GP or IO pron affix	L15.2
n:it	"exactly, just, right" adverb	L15.4
-n:m	"of you (f), your" reg N possessive ending	S27.3
-n:s	"of him/her/it" " " " "	S27.3
n:ṣ:	"the half" cf nṣ:	L28.4
-n:š	"of you (m sg), your" reg N possess ending	S27.3
-n:un	"of you (m pl), your" " " " "	S27.3
N:wanbir	"November	Rv3,I
-n:x	"of us, our" reg N possessive ending	S27.3
nq:a	itsv stem of nγ "kill"	L22CN
ns	"spend the night" ±PP; nsi, nsa, ns:a; ansa	L19.2
-ns	"of him/her; his/hers" ~ -n:s; reg N poss end	S27.3
-nsn	"of them (m ±f), their" reg N poss ending	S27.3
-nsnt	"of them (f), their" " " " "	S27.3
nṣ:	"half" cf n:ṣ:	L23.5
nšaâ ḷ:ah	"God willing!" "Hopefully." "Maybe."	L32.4
-nt	"you (f pl)" imperative subject affix of Vb	S3.1
-nt	"they (f pl)" non-imperative subject affix	S3.1
nt:a	"he, him, himself" independent personal pron	L4.5
nt:at	"she, her, herself" " " "	L29.1
nw	"ripen; cook; boil" -DO; nwi, nwa, ng:^{W}a ; caus s:nw	L14.1 L13.5
nz	"be for sale/sold" -DO; nzi, nza, nz:a ; caus z:nz	L26.4
nzγ	"pull" ±DO, ±OP; nziγ, nz:γ; rcpr m:nzaγ	L27.4
nz:a	itsv stem of nz "be for sale/sold"	L26.4
qbl	"before, previous to"	Rv3,I
qbl	"accept" ±DO; qb:l	L25.4
qd:a	"be adequate, equal to" ±IO	Rv4,A
qḍâ	"be used up, all gone, cut off, unavailable"	L27.5
qḍu	"accomplish" +DO lḥwaiž, askin; t:qḍu	L19.3
ql:	"less, minus" +Nquantity	L8ap
qmr	"be/become narrow" t:qmir	Rv4,A
q:aḥ	"absolutely; completely; (with neg) not at all"	S6.5
q:ar	itsv stem of γr "call"	L25.3
q:il	"spare, save, excuse, forgive" cf samḥ	
q:im	"sit; stay" ±IO; q:im(i), q:im(a), t:γima	L4.4
q:im g lman	"Stay in peace!" reply to ḷ:aihn:ik	L17.6
q:is	"tell (story); sing (izlan)"; +DO; t:q:is ; Nproduct lqist	
q:n	"close, fasten, tie, turn off (radio)" +DO; q:in, t:q:n	L31.4
q:rf	"be cold, chilly"; q:rif, t:q:raf	L21.3
q:s	"prick, stick, sting"; q:is, t:q:is	Rv2,A
qra	"read, study" ±DO; qri, qra, t:qra; caus s:qra also γr "call" can mean "read"	L14.6

qr:b	"be near" ±IO; qr:ib, t:qr:ab; cf ats	L9.5
Qs:u	"Qessou" man's name	L5.3
q^{w}m:r	"gamble, play cards"; t:q^{w}m:ar; Nagt aqm:ar; Nact lq:^{w}mr	
ra	pf stem of iri "want"	
ranin	plural pf participle of iri "want"	L25.5
raâa	"look, watch, see" ±DO; "look on with pity" +PP dig- ; t:raâa: Nact araâa; rcpr mraâa	L12.4 L23CN
Rabḥa	"Rebha" woman's name	L3.7
rar	"turn, return" +DO, ±IO; ruri, rura, t:rara; cf alternate form r:(i/a); cf smrara	L23.3 L18.6
rbâ miya	"400"	L23.5
rbâa	"four"	L6.5
rbâin	"forty"	L21.5
rbâṭaâš:	"fourteen"	L6.5
rḍu	"(God) bless" +PP γif-; "(man) condescend" + VP; rḍi, rḍa, t:rḍu	L31.4
rγ(i)	"be/become warm, hot"; rγi, rγa, rq:a; s:rγa	L29.2
rḥl	"move (residence)" -DO; rḥil, t:rḥal; Nact r:ḥil; Nagt arḥ:al	L26.4
rḥm	"(God) have mercy on" +DO; t:rḥam	L18CN
Rḥ:u	"Rahhou" man's name	L3.7
ri	neg pf stem of iri "want"	L26.4
Rmḍan	"Ramadan" 9th month of Muslim lunar calendar; Muslims fast from dawn to sunset	L14.6 L18.6
Rq:iya	"Arkiya" woman's name	L5.3
r:	"turn, return" +DO, ±IO; r:i, r:a, t:r:a; cf rar	
r:abus (m)	"bellows" pl r:wabs	L13.3
r:adiu (m)	"radio"	L31.4
r:ais	"president; leader"	L7CN
R:bad	"Rabat" capital of Morocco; ~ R:ibaṭ:	L1.2
r:hil	"act of moving; baggage" pl id-___	L26.4
r:ial	"unit of money value, about 1 cent" ar:ial	L24.2
r:šab	"stirrup" pl r:šubat	L18CN
R:unuyat	"Renaults" (automobiles); sg R:unu	L12.5
r:zt	"turban, headcloth" pl r:z:at	L14.5
rs	"get down, dismount" ±PP zg; rsi, rsa, t:rusa ~ rs:a; caus sirs	
rṣuḍ	"be/become badsmelling";	Rv4,A
rura	pf stem of rar "return"	L23.3
Rwiša Muḥmd	Musician-composer, plays luṭar; from Âin l Luḥ	L2CN L3CN
rwu	"(earth) be moist"; rwi, rwa, t:rwu	L19.3
rwus	"resemble" +DO; rwis, t:rwus	
rxs	"be cheap, a good buy"; t:rxis	Rv4,A
rzu	"look for, ask for" +DO; rzi, rza, rz:u	
rẓm	"open, release, unfasten" +IO; rẓim, rẓ:m	L31.4
Ṛb:i	"God" also Ḷ:ah (in Arabic expressions)	L17.6
Ṛb:i ad ixlf	"May God replenish" ±IO (thanks for food)	L15.5

s	"with, by means of" +NP; ~ is + prep obj pron	S6.2
s	"to, toward" + N (independent form)	S6.2
s-	causative prefix of verb; reduced form of s:-	
-s	"of him/her; his/her" poss ending of Nkin	S27.3
saḥa	"please; thank you"	L6.7
sal	"ask, question" +DO, ±PP; t:sal; rcpr msal	L1.5
isal dik:	(digm, digun) lxir = polite reply when someone asks you about a relative or friend	L9.7
samḥ	"excuse" +IO; t:samaḥ	L26.4
sarȧ	"take a stroll"	L30CN
sâd:u	"make plentiful" +DO; sâd:i, sâd:a, sâd:u	L19.4
Sâid	"Saîd" man's name; cf Sâdiya, woman's name	L22.3
sbâ miya	"seven hundred"	L23.5
sbâa	"seven"	L6.5
sbâin	"seventy"	Rv2,E
sč	"cause to eat"; itsv suča; < č "eat"	L15.4
sd:rf	"hurry up; make hurry up" +DO in caus sense	L19.3
sdid	"be thin"	Rv4,A
sg	"from" ~ zg; +NP; zig + prep obj pron	S6.2
sgunfa	"rest" ±DO	L18.6
sγ	"buy" +DO; sγi, sγa, s:aγ; cf aγ	L25.5
si	"two" (m); f snat; ~ sin	L30.2
Si	"Mr., sir" short form of Sidi before name	
Sidi	"sir. my lord" respectful address or reference	L23.5
Sidi Âd:i	"Sidi Addi" village betw.Azrou & Souq Lḥd	L6.7
Sidna	"our lord" respectful address or reference	L18.6
sig:ʷr	"look in on, pay a short visit" +PP γur-; sig:ʷur	L29.5
sin	"two" (m); f snat; ~ si	L21.4
sirs	"set down" +DO; < rs	L26.3
siul	"speak" ±IO, ±PP γif-; s:awal; rcpr msawal; Nproduct awal	L4.4
siʸis:	"by there, that way"	L11.6
sl:m	"save, keep in peace; greet" ±PP γif-; t:sl:am rcpr msl:am; Nact s:lam	L1.5
smâ	"hear about, be aware of" +S	L32.2
smrara	"pour back and forth" +DO	L15.3
snat	"two" (f); m sin	L22.3
snât	"show" ±DO, ±IO; snâat	L4pr
sni	"give a ride" +DO; cf amsnai	L6.7
s:-	causative prefix of verb; ~ s ~ š ~ z ~ ž	L11.6
s:a	itsv stem of Vb su "drink"	L14.6
s:aγ	itsv stem of Vb sγ "buy"	L18.3
s:alam	(m) "peace" no pl; Vb sl:m	
s:alamu âlikum	"Peace upon you!" greeting (Ar)	L1.3
s:awaq:	itsv stem of Vb sw:q: "go to market"	
s:biṭar	"hospital"	L31.2
S:bṭ	"Saturday" (7th day)(cf "sabbath")	L6.7
s:buâ	"festival for naming a baby"(on seventh day)	L32CN
s:fhm	"explain, make clear" ±DO ±IO; s:fham; < fhm	L14.6
s:fsi	"cause of dissolve/melt" +DO;	L15.5
s:γd	"listen" ±IO; s:γid, s:γad	L30.1

s:ḥrm	"forbid" +DO < ḥrm	L14.6
s:imana	"week" pl siminat	Rv2,G
s:i-	"via" + locative demonstrative ending; S6.1,	L11.6
s:iasa	"politics	L25CN
s:ibâ	"festival for naming a baby"; cf s:buâ	L32.5
s:in	neg pf stem of Vb isin "know"	L6.7
s:inima	(f) "cinema"	L5ap
s:ird	"clean, wash" ±DO; s:irid; <irid "be clean"	L15.3
s:irid	itsv stem of Vb s:ird "clean, wash"	L27.3
s:k:ʷar	(m) "sugar" no pl	L7.2
s:lam	(m) "greetings"; Vb sl:m; cf s:alam	L7.4
s:maḍ	(m) "saddle-bag" (small, hand-woven, decor.)	L18CN
s:n	pf stem of Vb isin	L28.4
s:nḍuq	(m) "box; chest; safe" pl lasnḍaq; ~ s:ṇ:uq	L15.5
s:nw	"boil, cook, bake (something)" ±DO; s:nwi, s:nwa, s:nwa; < nw "boil" -DO	L11.6
s:qra	"cause to learn; teach; read to" ±DO; < qra	L14.6
s:rγ	"heat (something)" +DO; s:rγi, s:rγa; < rγ	L29.2
s:u	"spread mats/rugs; arrange a place to sit or sleep" ±DO, ±IO; s:i, s:a, t:s:u; Nprod. tis:i	L4.3 L30.4
s:uq	(m) "market place/day" pl laswaq; Vb sw:q	L6.7
S:uq l Lḥd:	"Souk el Had" village on P24 sw of Azrou	L1.2
s:ut:r	"ask for, request" +DO; s:ut:ur; < t:r	L32.4
s:w	"cause to drink; moisten" +DO; s:wi, s:wa;<swu	L29.2
s-tit:	"truly, with truth"	S12.3
st: miya	"six hundred"	L23.5
st:a	"six"	L6.5
st:aâš:	"sixteen"	L8.4
su	"drink" ±DO; swi, swa, s:a; ~ swu; caus s:w	L9.7
suča	itsv stem of Vb sč	L15.4
sug	"drive" +DO (animal or vehicle); cf sw:q	L25ap
sul	"be still, (not) yet" ±S; t:isul	L15.4
sula	"be free, at liberty"	L5ap
swu	"drink" ±DO; swi, swa, s:a; ~ su; caus s:w	L17.4
sw:q	"go to market" ; sw:iq, tsw:aq; caus s:awaq	L18.3
sx:r	"serve, wait on" ±PP xf; sx:ir, t:sx:ar; amsx:r	L13.4
ṣafi	"clear; understood; finished; that's it"	L13.6
ṣaḥb	(m) "companion" pl ṣḥab	L25.5
ṣbaḥ lxir	"Good morning!"; cf ṣ:baḥ, lxir	L4.3
ṣbr	"be patient, wait"; ṣbir, t:ṣbar; Nact ṣ:br	L25.5
ṣfḍ	"wipe, erase" +DO; ṣfiḍ, ṣf:ḍ; rcpr mṣafaḍ	
ṣḥab	(m) "company; parties" sg ṣaḥb	L25.5
ṣḥu	"be/become healthy, strong", ṣḥi, ṣḥa t:ṣḥa	Rv7,A
ṣifḍ	"send" +DO; ±IO;	L32.2
ṣl: Ḷ:ahu âalih wasl:m	"God's benediction on him" (referring to the Prophet Muḥammed) (Ar)	L18.6
ṣ:abun	(m) "soap"; individ. bar taṣ:abunit	L15.5
ṣ:adaqa	(f) "alms; memorial meal at which ṭ:lba recite from the Quran"	L32CN
ṣ:aḥt	(f) "health; body" no pl; Vb ṣḥu	L17.6

ṣ:baḥ	(m) "morning" pl id ṣ:baḥ; cf ṣbaḥ lxir	L28.4
ṣ:daq	(m) "dowry"	L32.4
ṣ:iniya	(f) "tea-tray" pl ṣ:wani	L7.1
ṣ:niât	(m) "industry; craftsmanship; business"	L23.5
ṣ:rf	(f) "change (money)"	L23.3
ṣuḍ	"blow (with bellows)" ±IO; t:ṣuḍ	L13.6
š	"give" +DO ±IO; ši, ak:a; ~ šf	L13.5
š	"you" (m sg) Vb DO affix	S5.1
-š	"of you (m sg), your" poss ending of Nkin	S27.3
ša	"some, any; someone, something; somewhat; (with neg) at all"	L18.6 L31.4
Šaâban	"Chaabane" 8th month of Muslim calendar	L27CN
šaigan	"a lot, many, very much" ~ šigan; cf bz:af	S6.5
šal	"buy grain" ±DO; t:šal	L18.3
*šâab	"fox"	L17CN
šf	"give" +DO ±IO; šfi, šfa, ak:a; ~ š	L21.5
šg:	"you (m sg)" indep. personal pronoun; ~ šg:in	L1.3
šg:in:	"you (m sg)" " " " ~ šg:	S23
šḥal	"how many/much; how long a time"; also mšta	L21.5
šigan	"a lot, many, very much" ~ šaigan	L23.4
šk:a	"doubt" -DO ; t:šk:a	Rv7,A
šl	"spend the day" cf imšli	L15CN
šm	"you (f sg)" Vb DO affix	S5.1
šm:	"you (f sg)" independent personal pronoun	L2.6
šm:in:	"you (f sg)" " " "	L22.4
šm:l	"finish with" ±DO; šm:il, t:šm:al	L25.4
šraḍ	"three" (m); f šraṭ: ; cf Ar tlata	L21.4
šraṭ:	"three" (f); m šraḍ ; cf Ar tlata	
š:faâ	"prayer (time) late at night"	L14CN
š:ifuṛ	(m) "chauffeur, driver"	L25.3
Š:iṭan	(m) "Satan"	L23.3
š:ix	(m) "Sheikh: tribal leader; master musician" pl š:iux; f š:ixat (q.v.)	L3CN L20CN
Š:ix Âli	a professional musician, probably of Ait Haddidou; recorded at Khemisset, 1967	L12CN
š:ixa	(f) "female professional entertainer" pl š:ixat	L2CN
š:kšm	"cause to enter" +DO; t:š:kšam; < kšm "enter"	L11.4
š:l:ala	(f) "shopping basket for vegetables" pl š:l:alat; also tazgaut	L4.2 L23.3
š:rab	(m) "wine; alcoholic drinks" no pl	L14.6
š:rq	"the east"; š:rq lârab "the Arab East"	L7CN
š:ua	"roasted whole lamb or sheep; roast mutton"	L16CN
š:žr	(f) "tree(s)" generic sg	L22CN
šṭḥ	"dance" -DO; šṭiḥ, t:šṭaḥ	L3CN
šṭ:r	"bargain" -DO; t:šṭ:ar	L31.4
Štubr	"October"	Rv3,I
Šutanbir	"September"	Rv3,I
šwi	"a little, some; somewhat" ~ šwiya; s šwi šwi "little by little, slowly"; šwi uxlaṣ "not too good"; ša n šwiya "a very little"	L12.1 L24.5 L21.5

t-		"she;it (f)" Vb non-ipv subject affix	S3.1
t		"him, it (m)" Vb DO affix	S5.1
t- -d		"you (sg, m or f)" Vb non-ipv subject affix	S3.1
t- -m		"you (pl, m or m+f)" Vb non-ipv subject affix	S3.1
t- -nt		"you (pl f)" Vb non-ipv subject affix	S3.1
ta(d)		"you (f sg), she" pl ti; m ua(d), impersonal pron	S23
taânḥal		"once upon a time"	Rv3,I
taây:at:		"sacrificial animal" (usually a ram); Vb ây:d	L27CN
tabrat:	a→Ø	"letter" pl tibratin	L31.2
tabr:at:	a→Ø	"small teapot or jug" pl tibr:adin	L7.1
tabṛ:anit	a→Ø	"foreign woman" pl tibr:aniin	L23CN
tabulxirt		"sow" m abulxir	L17CN
tad		"you (f sg), she" pl ti(d); ~ ta; m ua(d)	L29.1
tad:art	a→a	"house" pl tad:rwin, tigdrin	L14.5
tad:l:aḥin	(pl)	"melons" individuated N of d:l:ah	L26.3
tad:rwin		"houses" sg tad:art	L20.4
tadg:Wat		"evening, late afternoon"	L6.1
tadut:	a→a	"wool" no pl	L19.4
tafa		"in order to" +S in ipf tense; ~ taḥma	S17
tafq:irt		"old woman" pl tifq:irin	L26CN
tafraut		"fantasia (horsemanship game); narrow gorge" pl tifrwin	L18CN
tafunast	a→Ø	"cow" pl tifunasin; cf izgarn "cattle"	
tafušt	a→a	"sun" pl tafušin	L19.2
taga	a→a	"celery"; individ. ixf n ___ "head of _"	L23.5
tagmart		"mare" pl tiɣal:in; m agmar; cf iy:iš:	L19.4
tagrst	a→Ø	"winter" cf lmštut	L21.3
taɣ:aṭ:	a→a	"goat" pl tiɣṭ:n; m abr:id; young iɣid	L3.2
taɣiult	a→Ø	"female donkey" pl tiɣial; m aɣiul	L26CN
taɣnžait	a→Ø	"spoon" dim. of aɣnža; pl tiɣnžayin	
taɣrart		"bag, sack" pl tiɣurar	L31CN
taɣṣayt		"squash (various types)"; pl tiɣṣayin	L23.5
taɣuri		"a call" Vb ɣr	L11CN
taɣzi		"length; height" no pl Vb ɣzif	S26.1
taḥanut:	a→Ø	"stall, shop" pl tihuna	L24.2
taḥma		"in order to" +S in ipf tense; ~ hma ~ tafa	L18.6
taḥr:at	a→Ø	"the plowing, cultivation" pl tihr:atin	L19.2
taḥṛamiat		"trick, mischief" cf lhram, Vb hrm	Rv1,F
taičin	a→a	"women" sg tamṭ:ut:; also tiutmin	L21.2
taif:art		"poem" (long, moral) cf tamd:iazt	L12CN
taǰart		"neighbor" pl tiǰarin; m aǰar	L31.2
taksart		"downslope, descent" opp. tasaunt	L20.4
talasa	a→Ø	"the shearing" no pl; Vb ls "shear"	L21.3
talat:		"little valley"	L20.4
tal:ḥifin	(pl)	"mattresses stuffed with dried grass (lhlfa)" sg tal:hift	L31CN
tal:imun		"orange" indiv. of l:imun	L25.1
talmašit:	a→a	"livestock (sheep, goats)"	L21.3
talmskinat		"poor woman" m lmskin	L23CN
tama		"edge, fringe; next to, beside (+GP)"	L9.5
tamača	a→Ø	"food" also uči; Vb č "eat"	L30CN

tamara	a→Ø	"misery, hardship" no pl	Rv7,A
Tamarikaniit	a→Ø	"American woman/language"	L3.3
tamart		"beard"	L26CN
tamawait	a→Ø	"lyric call, 1-stanza solo song"; lmait	L11CN
Tamaziγt	a→Ø	"Berber woman/language"	L3.4
tamazirt	a→Ø	"country; land" pl timizar; amazir "tent site"	L6.7
tamd:ak:^{w}lt		"girl friend" pl timd:uk:al	
tamγra	a→Ø	"wedding celebration" pl timγrawin	L32.4
*tamksaut	a→Ø	"herd girl (original sense); trollop, tramp (usual sense)" pl timksawin; Vb ks	
tamnaṭ:		"side"; tamnaṭ:-in: "other half of tent"	L30CN
tamsx:rt		"servant" pl timsx:rin; m amsx:r	L29.3
tamṭ:ut:	a→Ø	"woman; wife" pl taičin, tiutmin	L3.7
tamzuzrt		"riddle" pl timzuzar; Vb zuzr	L28CN
tamž:int		"sleep" no pl; Vb žn	
tanbaršt		"Congratulations!" (cf Ar mbarek)	L32.2
tandimt	a→Ø	"town, city" pl tindimin	L2.2
tan:		"that one (f sg)" pl tin:; cf ta(d); uan:	L17.2
taqb:ut:		"djellaba (N. African outer garment, long, hooded, sleeved)" pl tiqb:a	L4.2 L29CN
taq:bilt	a→Ø	"tribe" pl tiq:bilin	L8.5
tarbat:	a→Ø	"daughter; girl; virgin" p. tišir:atin, tirbatin; cf lâil "boy"	L3.2
tarišt		"fine saddle for horse or mule" pl tiriša; cf tabarda, donkey-saddle	L18CN
tar:biât	a→a	"box, esp. for sugar" pl tar:biâin	L15.6
tasa		"liver; pity, mercy; feelings"	L4CN
tasaunt	a→Ø	"up-slope, ascent" opp. of taksart	L20.4
tasirt	a→Ø	"stone hand-mill"	L30CN
taslmia	a→Ø	"baby (m or f)" pl tislmiwin	L32.2
tas:aât:	a→Ø	"watch; clock; hour" pl tas:aâin	L7ap
tas:aât:-a		"now, presently, this hour"	L11.6
tasut		"cough"	L22CN
tašašit	a→Ø	"cap (knitted or crocheted)" pl tišušai	L31CN
tašna		"co-wife" pl tišnwin	L30CN
taula		"fever"	L22CN
tausart	a→Ø	"old (f); old woman" Vb usir "be old"	
*tautult	a→Ø	"rabbit" m autul	L17CN
taxamt	a→Ø	"tent; household" pl tixamin; ~ taxant; cf axam "large tent", ixamn	L4.2
tazart		"fig(s)" generic sg	L23.3
tazlaft	a→Ø	"platter (large, wooden or pottery)"	L24.
taz:nbilt	a→a	"tea-box (decorated metal)" p. taz:nbilin	L13.6
tbark Ḷ:ah		"Thanks to God!" (said after compliment, to avert evil)	L19.4
tf:ir		"the rear; back of, behind, after" +GP/IO aff.	S6.3
tiâbanin	i→Ø	"clothes" dim. of iâban "clothes"	L32.2
tibratin		"letters" sg tabrat:	L26.3
tid		"these (f pl)" sg ta(d); m uid	L29.1
Tifinaγ		"Berber alphabet, of Punic origin?"	Tab.1

tifsa	"spring (season)"	L19CN
tigm:i i→Ø	"group of tents/houses" (inhabitants related) pl tigʷm:a	L6.1 L21CN
tiγnžayin	"spoons" sg taγnžait	L26.3
tiγraḍ i→Ø	"wages, earning capacity	L12.5
tiγt:ṅ i→Ø	"goats" sg taγ:aṭ:; m abṛ:iḍ	L7.2
tiḥĺ:al	"lies" also iḥl:al	L18.6
tihuna	"shops, stalls" sg taḥanut	L31CN
tiĺ:g:ʷit:	"bridge"	L20.4
timizar i→Ø	"countries" sg tamazirt	L5CN
timzgʷura	"first, foremost" (f pl adj) m amzgʷaru	L25.3
timzgida i→Ø	"mosque" pl timzgidawin; also lžamâ	L29.3
timzi i→Ø	"youth; smallness" no pl; Vb mẓii	
timẓin i→Ø	"barley; beer (slang)"	L19CN
tin	"the one (f) of " +NP	L31.4
tiq:bilin i→Ø	"tribes" sg taq:bilt	L17.4
tirsal	"tent poles" (support ridgebeam)	L16CN
tislit i→Ø (sg)	"bride" ; m isli	L32CN
tisnt i→i	"salt" mass sg, no pl	L17CN
tis:i	"rugs, blankets, sheets; bed" pl tis:iwin	L30.4
tišušai	"caps" sg tašašit	L31CN
tiṭ:	"eye" pl al:n	Tbl 3
tiutmin i→Ø	"female (f pl adj); women (N)" sg tamṭ:ut:	L3.5
tixamin	"tents" sg taxamt; also ix̣amn	L14.5
tixatarin	"big/great (f pl adj)" sg ṭaxatart	
tixsi (sg)	"ewe" pl ul:i	L14.5
tizi (sg)	"crest of hill"	L20.4
tlata	"three" cf šraḍ, šraṭ:	L21.5
tlatin	"thirty"	L21.5
tlt: miya	"three hundred"	L23.5
tlṭ:aâš:	"thirteen"	L8.4
tmenia	"eight"	L21.5
tmanyin	"eighty"	L21.4
tmn miya	"eight hundred"	L23.5
tmnṭaâš:	"eighteen"	L8.4
tmtil	"skit, impromptu dramatization"	L15CN
Tmuli, Ait	tribe of Ait Mgild, near Âin l Luḥ	L2.2
tn	"them" (m ±f) Vb DO affix; f tnt	S5.1
tnaâš:	"twelve" cf tnain	L8.4
tnain	"two" (combinatory form); cf žuž, Ltnain	
tnt	"them" (f) Vb DO affix; m tn	S5.1
-t-	"of" particle with plural poss endings of Nkin	S27.3
tsâa	"nine" also tsâud	L21.4
tsâṭaâš:	"nineteen"	L8.4
tsâud	"nine" also tsâa	L6.5
-t-sn	"of them (m ±f)" possessive ending of Nkin	S27.3
-t-snt	"of them (f)" " " "	S27.3
t:	"her, it (f)" Vb DO affix	S5.1
t:afa	itsv stem of Vb af "find"	S3.2
t:aman (m sg)	"price, cost"	L25.5
t:asi	itsv stem of Vb asi "take, carry"	L12.5

ṛ s ṣ š t ṭ u w x y z ẓ ž C: = CC, C^w = Cw

t:asiâ	(m) "distance, far-off place"	L27.4
t:aud	itsv stem of Vb aud "reach, arrive"	L24.5
t:awí	itsv stem of Vb awí "carry"	L23.5
t:aẓ:ad	itsv stem of Vb aẓd "reach out"	
t:aẓum	itsv stem of Vb aẓum "fast"	L14.6
t:âiš	itsv stem of Vb âiš "live"	L31CN
t:âš:ar	itsv stem of Vb âš:r "tithe"	L18.6
t:b:i	itsv stem of Vb b:i "cut; be cut off"	
t:dm:am	itsv stem of Vb dm:m "beg"	L26.4
t:d:u	itsv stem of Vb d:u "walk, go"	L12.5
t:dhar	itsv stem of Vb ḍhr "appear, loom up"	L19.4
t:f:aḥ	(m sg) "apple(s), apple-tree" indiv. tadf:aḥt	L23.4
t:gawan	itsv stem of Vb jawn "have enough food"	L19.4
t:g:a	itsv stem of Vb g "do, make, put, be/become"	L18.3
t:γima	itsv stem of Vb q:im "sit, stay"	L12ap
t:hš:am	itsv stem of Vb ḥš:m "behave, be modest"	L31.4
t:íni	itsv stem of Vb ini "say"	L15.4
t:iri	itsv stem of Vb iri "want"	Rv7,A
t:k:s	itsv stem of Vb k:s "remove"	Rv2.A
t:kmu	itsv stem of Vb kmu "smoke"	L31.4
t:lâab	itsv stem of Vb lâab "play"	
t:mḍašar	itsv stem of Vb mḍašr "confer"	L27.5
t:mṣal	itsv stem of Vb mṣal "ask each other"	L21.5
t:msawal	itsv stem of Vb msawal "talk to each other"	L9.7
t:nui	itsv stem of Vb ni "mount, ride"	
t:q:is	itsv stem of Vb q:is "tell a story"	L31.4
t:q:s	itsv stem of Vb q:s "prick"	
t:q:sim	(m sg) "instrumental prelude" (to izlan)	L1CN
t:r	"ask, demand, beg" +DO; t:ir, t:t:r; caus s:ut:r	
t:raâa	itsv stem of Vb raâa "look"	L25.3
t:riku	(m) "sweater" pl t:rikuyat	L31CN
t:sal	itsv stem of Vb sal "ask"	L18.6
t:sriḥ	(m sg) "permission; leave, vacation"	L32.2
t:šal	itsv stem of Vb šal "buy grain"	L18.3
t:š:kšam	itsv stem of Vb š:kšm	L26.4
t:šṭaḥ	itsv stem of Vb šṭḥ "dance"	L3CN
t:šṭ:ar	itsv stem of Vb št:r "bargain"	L31.4
t:t:a	itsv stem of Vb č "eat"	L23.5
t:u	"forget" ±DO; t:t:u	L23.3
t:una	"be said" -DO; < ini "say"	L17CN
t:urar	itsv stem of Vb urar "play, sing"	L32CN
t:xl:ṣ	itsv stem of Vb xl:ṣ "pay"	L25.5
t:xṭar	itsv stem of Vb xṭar "choose"	L23.4
t:ẓaḷ:a	itsv stem of Vb ẓaḷ:a "pray"	L18.6
tuga	(f sg) "grass"	L19.2
tuk:rḍa	"theft" (abstract N of Vb ašr ~ akr)	L18.6
-t-un	"of you (m pl)" possessive ending of Nkin	S27.3
turift	"roasted grain (like popcorn)"	L24.5
tutmin	dependent form of N tiutmin "women"	L3.5
tuz:urt	"fatness" Vb zur "be fat"	S26.1

ṭ:aksi (f)	"taxi-cab; automobile" pl ṭ:aksiyat	L25.5
ṭ:alb	"Quranic scholar" pl ṭ:lba	L32CN
ṭ:anbr	"stamp" pl ṭ:nabr	L32.2
ṭ:as (m)	"wash basin"	L15.3
ṭ:ažin	"stew; stewpot" pl ṭ:wažn (m)	L27.3
ṭ:âariža	"ceramic drum, hourglass-shaped" pl ṭ:âarž	L31CN
ṭ:bla (f)	"table" pl ṭ:bali	L21.1
ṭ:hr	"time to bring cattle to shade after early morning grazing"	L14CN
ṭ:ikuk (f)	"cow-fly" (cf Ar ṭikuk "cuckoo")	L14CN
ṭ:lba	"Quranic scholars"	L32CN
ṭ:mâ	"greed for money; bribery; corruption"	
ṭ:ṣ	"laugh" +PP dig- "at"; t:si, t:sa, t:s:a	L25CN
ṭ:umubil	"automobile" pl ṭ:umubilat (f)	L1.5
u	"and" in compound numbers; Ar	L7CN
u	"male descendant of" +tribal name; pl aiṭ; f ult	L2.6
ua	"this one (m)" pl uid; f ta(d); ~ uad	L29.1
uahua	"long ago"	Rv3,I
uaiḍ	"another, other" in tmund d uaid "farewell"; cf iad "other"	L17.6
ualain:i	"but"	L32.2
ualu	"none, nothing, not at all"	L23.3
uan:	"that one (m)" pl uin:; f tan:	
uax:a	"okay, allright; even though (+S)"	L9.7
uay nḥub:a	"the one that we (I) love"	L4CN
uâr	"be difficult, tough, complicated"; uâir, t:uâir	
uči	u→uu "food; meal" pl učitn; Vb č "eat"	L29.2
udi	u→uu "butter" no pl	L15.5
udm	"face; personality" pl udmaun	L3.2
udmaun	"faces; respected persons"	L17.6
uf	pf stem of Vb af "be better than"	L18.6
ufa	pf stem of Vb af "find"	L25.3
ugm	pf stem of Vb agm "draw (water)"	L27.3
ugr	pf stem of Vb agr "be greater than"	S26.1
uhn	"be easy, pliant"; uhin, t:uhin	L19.3
uhu	"no" also la, ihi	S12.1
uḥdu	"by one's self" +DO pron affix; cf wahd	
uḥl	"be/become tired"; uhil, t:uhil	L30.2
uid	"these ones" sg ua(d); f pl tid	L29.1
uin:a	"these (just mentioned); these which (+S)"	L12.5
uin:x	"the one(s) of us; ours"	L18.6
uis:in	"the second (one)" (m); f tis:nat	L21.5
uǰi	pf stem of Vb aǰ "leave"	L26.4
ukan	"anyhow"	L31.4
uk^{w}z	pf stem of Vb ak^{w}z	L11.4
ul (m)	"heart; stomach" pl ulaun	Rv7,A
ula	"or, nor (in neg S); and, likewise"	L14.6
ulgam	"bridle"	L18CN
uli	pf stem of Vb ali "go up"	

ul:i	(f pl) "ewes; sheep" sg tixsi	L14.5
ult	"female descendant of" + tribal name; pl ist	L9.1
ultma-	"sister" + possessive ending for Nkin; pl istma	
uḷ:ah	"By God! (it's true)"	S15.2
umẓ	pf stem of Vb amẓ "take, seize, ..."	
umìẓ	neg pf stem of Vb amẓ "take, seize, ... "	L17.4
un:a	"the one that (+S); that one (just mentioned)"	L15.5
unin:	"beyond (+IO); over there"; opp. iurd; ~ urin:	L15.2
ur	"not" particle of negation; cf urid:, mr	L22.4
urid:	"it's not that" +N or nominal sentence	L22ap
urin:	"beyond (+IO); over there"; opp. iurd; ~ unin:	S6.3
urǰin	"never"	S11
urs:	"I dunno" (contraction of ur s:inx)	L19.4
uru	pf stem of Vb aru "give birth"	
usi	pf stem of Vb asi "take, carry"	L19.2
uskain	"hounds" sg uska; cf *aidi, *igdi, *idi	L24CN
us:an	"days" sg as:	Rv2,G
us:i	pf stem of Vb as: "tie, bind"	L31.2
ušr	pf stem of Vb ašr "steal" (~ akr)	L21.3
*uš:n u→uu	"jackal; as proper noun, tricky character	L11CN
	in animal tales" pl uš:an:, f tuš:nt	L24.5
uts	pf stem of Vb ats "be near"	L9.7
uxlaṣ:	"anyhow; for no reason"; cf šwi	L19.4
uya	"this here" (may be dependent form of aya)	L3.2
uzn	pf stem of Vb azn "send"	L32.2
uẓd	pf stem of Vb azd "stretch out (hand, foot)"	L24.5
užd	"be ready"; užid, t:užid; caus ž:užd; adj	L30.4
uždid	"new" (m sg adj)	L31.2
wa	"Hey __!" variant of vocative ptcl a	L25.5
waḥd	"one" (Ar); cf Berber iuk: ~ iun, iut	L21.5
Wahi	"Ouahi" tribe in N. Ait Mgild & Zm:ur areas	L9.1
waîf	"be accustomed to"	Rv7,A
wt	"hit, kick; play; fall (rain, snow)" ±DO; wti,	L19.4
	wta, k:at	L23.4
xali-	"maternal uncle" + possessive ending of Nkin	L32.4
xar-	"beware!" + IO pron affix; ~ xir- ~ ɣir-	S1.2
xbr	"inform; keep posted" +DO	L32.2
xf	"on" +NP; ɣif before preposition affix; cf ixf	L1.5
Xǰu	"Khedjou" woman's name	L5.3
xlf	"replace, replenish" ±IO; xlif, xl:f	L15.5
xlu	"spoil, ravage" +DO; xli, xla, t:xlu	L21.3
xl:ṣ	"pay for" +DO; xl:is, t:xl:aṣ	L25.3
xm:m	"worry"; xm:im, t:xm:am	Rv7,A
xm:sṭaâš:	"fifteen"	L8.4
xmsa	"five"	L6.5
xmsin	"fifty"	L21.5
Xnifra	"Khenifra" town between Azrou & Kasba-Tadla	L6.7
xṣ:a	"be needed, necessary" +IO; t:xṣ:a	L19.4
xṭar	"choose" +DO; t:xṭar	L23.4

x:u	"be bad, nasty"; x:i, x:a, t:x:u; cf ix:an	L21.5
xwu	"be empty; empty (+DO)"; xwi, xwa, t:xwu	L27.3
xy:r	"choose, select"; also xṭar	L29CN
yah, yak ma!	exclamation of surprise, protest	L23.5
yaḷ:ah	"Come on! Let's go! Get going!"; can take Vb pl ipv ending -at, but is not a Vb	L5.7
Yulyuz	"July"	Rv3,I
Yunyuh	"June"	Rv3,I
Yusf	"Joseph"	L32CN
y:ir	"of the edge, bank" (genitive of ir)	L20.4
zaid	"go ahead; come in; take more" -DO; t:zaiad	L4.3
Zaid	"Zaid" man's name	L7.6
zat	"in front; before" +GP or IO affix; ~ dat ~ zdat	Rv3.I
zâf	"be angry" (Ar)	Rv7,A
zdg	"be clean"; zdig, zd:ig	L18.6
zdγ	"live, inhabit, dwell" +PP g; zdiγ, zd:γ	L4CN
zdm	"gather wood"	L23CN
zg	"from, out of" +NP; ~ zy; zig + prep pron aff	S6.2
Zhra	"Zohra" woman's name	L5.3
zig-	"from, out of" + prep pron aff; zg +NP;cf z:ig	L21.3
zik:	"early; long ago"	L11.4
zm:m	"register (marriage, etc.)" ±DO; t:zm:am	L32.5
zrb	"be in a hurry"; zrib, zr:b	L13.6
zri	"pass, leave" ±DO; zriy, zr:i; caus z:ri	L9.2
zur	"be/become fat"; t:zur; adj azurar	
zuzr	"pose a riddle" +IO; N tamzuzrt	L28CN
zwr	"be/become first"; caus z:wr; adj amzwaru	L25CN
zwu	"be/become dry"	Rv4,A
zy:n	"improve; circumcise" +DO; zy:in, t:zy:an	L23.5
z:aka	"share to be given for charity"	L27CN
z:b:ala	"garbage dump" cf z:bl "garbage, trash"	L26.4
z:bib	(m)"raisins"	L23.2
z:if	(m)"kerchief; napkin; tea towel"; pl z:iuf	L15.2
z:ig-	"from among" < zg dig-	L21.4
z:man	"old days; hard times/life; misery; poverty"	Rv3,I
z:nz	"sell" ±DO; z:nza; < nz "be for sale"	L31.4
z:wr	"put first" +DO; < zwr	L25CN
ẓaḷ:	"pray" -DO; t:ẓaḷ:a; Nabstract taẓaḷ:it:	L14.6
ẓḍ	"grind" ±DO; ẓ:aḍ	L30CN
ẓḍ	"weave" ±DO; ẓḍ:a; Nproduct aẓṭ:a	L29CN
ẓîl	"be/become good"; t:iẓil	L31.2
ẓ:ai	"be/become heavy"	L23.3
ẓ:â	"dismiss, call off (dogs)"; t:ẓ:â	L11.4
žaub	"reply"; t:žawab; Nact lwažab	L30.2
žaž	"inside"	S6.4
žâl	"accord" (Ar; in phrase L:ah ižâl lbaraka)	L15.4
žbṛ	"return" -DO; t:žbar also âaid	L27.4
Žḥa	"Jeha, Djeha, Djoha" human trickster in tales	L26.4

ṛ s ṣ š t ṭ u w x y z ẓ ž   C: = CC, C^W = Cw

žmâ	"gather" ±DO; žmiâ, t:žmaâ; Nplace lžamâ	L11.6
žr:b	"experience" ; t:žr:ab	L18.6
žud	"be hospitable"	L27.3
žuž	"two" (in counting 1-10; in specifying quantity in kilograms); cf tnain; sin, snat	L6.5 L23.5
ž:bl	"mountain; hills"	L10.7
ž:i	"heal" -DO	L32.2
Ž:imuâa	"Friday" ~ Lžimuâa; Vb žmâ	L6.6
ž:mhuria	"republic"	L7CN
ž:uȧ	(m) "envelope, sheathe"	L32.4
ž:užd	"prepare" +DO, ±IO; < užd	L24.5

LIST OF SYMBOLS AND ABBREVIATIONS

→	becomes, changes to
<	is derived from; results from combination of
+	plus obligatory grammatical element; or linked forms
±	plus or minus optional grammatical element
≃	is approximately the same as
*	word with restricted usage (discussed in L17CN)

a→u, ua, Ø, a	Noun first vowel change in dependent form
adj	adjective (S25)
adv	adverb (S6; Reviews 3I, 4D, 5D)
aff	affix (see movable affixes, S3.4)
ap	applications section at end of each lesson
aug	augmentative meaning of masculine noun derived from non-human feminine noun
C	consonant
Ç	pharyngealized consonant
C:	tense (geminate) consonant
caus	causative verb or derivational prefix (s:-)
cf	compare to (related or unrelated form)
CN	cultural notes (last section of each lesson tape)
Comp	complement of verb phrase (S5)
dim	diminutive meaning of feminine noun derived from non-human masculine noun (opposite of aug)
DO	direct object complement of verb phrase (S5.1)
f	feminine gender of noun; female sex of referent
ge	gender (masculine or feminine)
gen	generic (often singular) term for a class of phenomena (esp. fruit, vegetables); cf indiv.
GO	genitive object: noun or pronoun in genitive phrase
GP	genitive phrase: genitive particle + object (S27)
indiv	individuated: a meaning of feminine noun derived from a generic noun (eg. l:imun, tal:imunt)
IO	indirect object of verb phrase (S5.1)

ipf	imperfect tense of verb phrase or stem of verb
IPP	independent personal pronoun (S23)
ipv	imperative mood of verb phrase or stem of verb
itsv	intensive aspect (S3.3) of VP or stem of verb (S19.1)
m	masculine gender of noun; male sex of referent
Nact	noun designating action of verb from which derived
Nagt	noun designating agent who performs action of verb from which noun is derived
neg	negative
no	number (singular or plural)
NP	noun phrase (head noun plus its modifiers if any)
Nperson	personal noun; may be derived from noun of place
Nplace	noun designating a place (base for Nperson, S28.6)
Nprod	noun designating product of the activity of the verb from which it is derived
OP	orientational particle (proximity, remoteness; S29)
opp	opposite
pasv	passive: derived verb or its prefix, t:u
pe	person (first, second, or third)
pf	perfect tense of verb phrase or stem of verb (S3.2)
PP	prepositional phrase (S6.2)
prep	preposition (limited set of forms in S6.2)
pron	pronoun
rcpr	reciprocal derived verb or its prefix m:-
Rv	review (one after each 4 lessons)
S	sentence (S1)
Sj	subject of verbal sentence (S4)
TA	tense-aspect features or prefix of verb phrase (S3.3)
us.	usually
V	vowel
Vb	verb (the lexical entry with its set of stems, or a verb stem with its subject affix, in a verb phrase)
VP	verb phrase (S3)
Vs	verb stem (S19)
W	word

BIBLIOGRAPHY

Abdel-Massih, Ernest T. (1971). *A computerized lexicon of Tamazight (Middle Atlas Berber)*: dialect of Ayt Seghrouchen. Center for Near Eastern and North African Studies, The University of Michigan, Ann Arbor.

__________ (1971). *A course in spoken Tamazight (Middle Atlas Berber)*: dialects of Ayt Ayache and Ayt Seghrouchen. Center for Near Eastern an[illegible]orth African Studies, The University of Michigan, Ann Arb[illegible]

__________ (1968). *Tamazight verb structure: a generative approach*. Indiana University, Bloomington. (See Appendix A for list of 450 verb entries.)

Applegate, Joseph R. *Berber Languages*: a selected bibliography. Prepared for the U.S. Dept. of Health, Education and Welfare, Office of Education, NDEA 6-163, ED 017-8971. Microfiche copy available from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014.

Barbour, Nevill (1965). *Morocco*: with 91 illustrations and 5 maps. Thames and Hudson Ltd., London.

Basset, André. *La Langue Berbère*. Handbook of African Languages, Part I. Oxford University Press, for the International African Institute. (1952).

Basset, R. (and Charles Pellat)(1960). "Berbères: VI. Litterature et art," Encyclopedie de l'Islam, 2e éd.

"Berbers." The Encyclopaedia of Islam, new ed., edited by H.A.R. Gibb et al., London, Luzack Co.; Leiden, E.J. Brill. Vol. I. A-B, pp. 1173-1187.

Bisson, Paul (1940). *Lecons de Berbère Tamazight*: dialecte des Aït Ndhir (Aït Nâaman). Editions Felix Mouche, Rue de la Mamounia, Rabat.

Galand, Lionel (1965). "Systèmes sémantiques: Berbère g 'mettre, faire, être'." *Revue de l'Ecole Nationale des langues orientales*, 2.69-97 (Presses universitaires de France).

Harries, Jeanette, and Mohamed Raamouch (1971). "Berber popular songs of the Middle Atlas." *African Language Studies XII.52-70*.

Harries, Jeanette (1973). "Pattern and Choice in Berber weaving and poetry." *Research in African Literatures* 4.141-53.

Laoust, E. (1939). *Cours de Berbère marocain*: dialecte du Maroc central (Zemmour, Beni Mţir, Beni Mguild, Zayan, Aït Sgougou, Ichquern). Bibliothèque de l'Institut des Hautes Etudes Marocaines, Tome II, 3me Ed. Librairie Orientaliste Paul Geuthner, 12 Rue Vavin, Paris.

Mercier, Henri (1951). Dictionnaire Arabe-Français. Vol. IV of Méthode moderne d'Arabe parlé marocain. Les Editions la porte, 2 rue Hugo-d'Herville, Rabat.

Nyrop, Richard F., Beryl Lieff Benderly, William W. Cover, Harry H. Makhlouf, Newton B. Parker, and Suzanne Teleki. (1972). Area Handbook for Morocco. U.S. Government Printing Office, Washington, D.C. 20402, $3.25.

Willms, Alfred (1967). "Auswahlbibliographie des berberologischen schriftums." Afrika und Ubersee 50.64-128.

MAPS CONSULTED

Bureau Cartographique du Ministère de l'Interieur, Rabat: "Carte Administrative du Maroc," no date.

Institute Géographique National, Annexe du Maroc, Rabat: "Maroc 1.500.000e/ Carte des Tribus," 1962.

Michelin, 97 Blvd. Pereire, 75 Paris 17: "Maroc, carte au 1:1.000.000 - 1 cm pour 10 km; agrandissements au 1:600.00." (Road map No. 169).

National Geographic Society, Washington, D.C.: "Northern Africa," 1954.

ADDITIONS AND CORRECTIONS

Page	Line
9	9 down, change occurance to occurrence
20	3 down should read: ḍ d bḍu "part/separer"--bdu "begin/commencer"
30	17 up, change idefinite to indefinite
37	16 up, change speec to speed
39	4 down, change Tuesday to Monday
47	9 down, change to to by
49	5-6 down, change L:aṭlas to l Laṭlas
51	8 up, change met to meet
57	10, 11 down: add B after ad i ni .
66	4 up, change du to d:u
79	20 up, change guests's to guests'
81	3 up, change Qoran to Quran.
85	8 down, change iwrd to iurd
	18 up, insert is after Each one
87	8 down, 5 up, 14 up: delete - after i indirective particle: i Buâz:a, i ungbi, i Hmidu
	10 down, change ur tfr:γd to ur tfr:iγd
	11 down, change inγakʷn to inγa-kʷn
89	17 down, change snyopsis to synopsis
90	15 down, insert is after Here
92	11 down, change šhal to šḥal
96	1 down, delete - after d to read d Zaid
	11 down, change haš to haš
100	14 down, change iq:ima to -q:ima
104	14 down, change âm:r to âm:ṛ
105	8 up, add ; after bḍun
106	17 up, change g:ʷḍar:-nx to g:ḍar:-n:x
113	23 down, change in both to both in
114	5 up, change eight to eighty
123	21 up, insert l after lxir to read lxir l lxuḍrt
137	20, 21 down, change Žha to Žḥa
147	13 up, add) after head
156	8 up, may is: is probably pronounced mas: ; test it.
166	6 up, change : to . after listening
169	3-4 down, change numver to number
171	last line, insert I to read "I want"
175	16 up, add gloss: "The greengrocer knocked off 4 reales for Zaid."
178	16 up, change (marked ± 0) to (marked ±)j)
181	23 down, add after sentence with ian:ain, (→ag:an:ain)
182	1st line insert < before ay γra
	7 down, change a — u to a ⟶ u
191	20, 23, underline bar
192	19 up, change to: (see) example in S6.5 and cf. am: in S26.
195	7 up, change s: to š: , to read s:- → š: .
199	7 up, change tisxmaa to tisxmsa .
208	18 down, change "Fadma to "Fadma
209	12 down, change Irgazn to Irgżn